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ABSTRACT

The document contains the annual report (1985/86) of the Austin (Texas) Independent School District's gifted and talented program. Major achievements of the year include the following: continuing implementation of the 5-year plan for reorganizing the gifted education programs; piloting of the AIM High Mathematics Program in 32 elementary schools; increasing selection of the team/grade level method of instructional delivery at the elementary level; development of a plan for a districtwide AIM High Science Program. Program data are presented to answer the following questions: What is the Austin Independent School District's gifted and talented program? What criteria were used for the identification of gifted students? How satisfactory has the identification process been? How many students were served by the gifted and talented program? How were gifted students at the secondary level served this year? How were gifted and talented classes organized, and how often did they meet? How much did the gifted and talented program cost? Did the Office of Gifted Education meet its goals for 1985-86? Appendixes make up a major portion of the document and consist of information on the computerized student file used for program evaluation, details of the principal survey, the evaluator interview with the program coordinator, and program records. (DB)

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Research and Evaluation

GIFTED/TALENTED:
1985-86 FINAL TECHNICAL REPORT

Publication No. 85.61

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CAPITAL PROJECTS, 1985-86: GIFTED AND TALENTED

EXECUTIVE SUMMARY

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MAJOR POSITIVE FINDINGS

1. The Office of Gifted Education is on schedule in implementing the five-year plan for reorganizing the District's gifted education programs. During the 1985-86 school year, the AIM High Mathematics Program was piloted in 32 elementary schools.

2. A more standard approach toward the instruction of gifted and talented students is being taken by schools as evidenced by the increasing predominance of the team/grade level method of instructional delivery.

3. A plan for a districtwide AIM High Science Program was developed, and the program is ready to be piloted in 10 schools in 1986-87.

MAJOR FINDINGS REQUIRING ACTION

1. The Office of Gifted Education needs to improve its record keeping so that the number of students served by the various AIM High programs can be accurately determined.

2. Implementation of the Bilingual Gifted Program on a pilot basis was late and was apparent at only one of four selected schools by the end of the school year. Concerns in the Bilingual Gifted Task Force about the student selection criteria, and a limited interest on the part of schools in piloting the program, delayed program implementation.

3. There is confusion over the relationship between state and local funding of the Gifted and Talented Program. The District needs to get a clear understanding of how funds flow from the State, what amount is actually received, and how funds should be channelled through local budgets.

WHAT IS AISD'S GIFTED AND TALENTED PROGRAM?

Overview

Although it is frequently thought and spoken of as unitary, **AISD's Gifted and Talented Program is, in fact, two programs, one at the elementary level and one at the secondary level.** In this division, the programs reflect the traditional differentiation of programs, curricula, and administrative structures between elementary and secondary education. Although there are certain characteristics in common between the two programs, each must be taken separately. It should be noted, however, that when the term "gifted and talented program" is used in AISD, it is frequently synonymous with the elementary program. Indeed, the focus of the 1985-86 evaluation, the results of which are reported here, was on the elementary program, and it is largely from that perspective that this report should be considered.

Elementary

Pre-1982: Elementary gifted and talented programs have existed in the District since 1975-76. In 1981-82, 54 of the 61 elementary schools in AISD had one or more programs for gifted and talented students in a wide variety of academic and nonacademic areas. However, as noted in the first formal evaluation of the Gifted and Talented Program conducted that year, feedback from administrators, teachers, and parents indicated that the programs lacked organization and that there did not seem to be any continuity to the programs. A program may have been offered at one grade level, but no provisions were made for a student to continue in that program at the next grade level the following year.

Reorganization: In 1982, the Committee on Gifted Education of the Forming the Future Project proposed a five-year plan for the reorganization of the District's gifted education programs. The reorganization reflected an acknowledged need for continuity from grade to grade and school to school in the basic subject areas (language arts, mathematics, science, and social studies) and the need for a uniform and effective procedure to identify gifted and talented students.

AIM High: In 1983-84, the Office of Gifted Education (OGE) began implementation of the elementary five-year plan. Language arts was the first focus, to be followed over five years with programs in mathematics, science, and social studies. In the first year, OGE staff developed and revised student identification procedures and wrote curriculum units for the language arts program. Termed the AIM High Program, the title of the program refers to the characteristics sought in gifted students (**A**bility, **I**nterest, and **M**otivation). In 1984-85, the AIM High Language Arts Program was implemented in all 60 elementary schools in AISD. Also in that year, a selection matrix for identifying students gifted in mathematics was developed and employed to select the students to participate in the pilot of the AIM High Mathematics Program in 1985-86.

In 1985-86, OGE entered the third year of the five-year plan to reorganize the Gifted and Talented Program. Goals for the year were to:

- Pilot the mathematics program,
- Implement a program for gifted bilingual students in at least three schools,
- Provide training for mathematics and language arts teachers,
- Update and add to the language arts curriculum,
- Improve communication among parents, schools, and OGE, and
- Develop a proposal for a districtwide science program.

Secondary

Honors Program: In 1983-84, as part of an initiative to provide incentives for students to strive for excellence, the District implemented an Honors Program.

Students Served: Students served are in grades 7-12 in 20 secondary schools as well as within the Science Academy located in LBJ High School.

Course Offerings: Each junior high school offers honors courses in English/language arts, science, mathematics, and social studies. High schools offer honors courses in these same four areas, as well as courses in computer science and foreign language.

Concepts: The Honors Program is conceived as "a means for providing additional challenges within the traditional program of instruction." Honors classes should allow:

- Students with a special interest to explore further and study more intensively the content of an academic subject;
- Students with special abilities to take the initiative in learning and surpass the regular curriculum through independent study, research projects, and extensive reading; and
- Students to be rewarded for the additional time and effort they spend in honors classes by the weighted honors course grade.

Course Objectives: A student in an honors course will:

- Function at higher skill levels;
- Analyze more complex data to solve problems;
- Cover material in greater depth;
- Read at a higher level of comprehension;
- Write with more attention to precision and fluency;
- Engage in more independent self-initiated learning; and
- Place emphasis on the quality of learning activities rather than the quantity.

Staff Development: According to the Department of Secondary Education, attempts are made to provide Honors Program teachers with special training. Instructional coordinators regularly hold "mini-meetings" with teachers in each of the areas. Teachers also attend conferences, workshops, and other meetings in order to improve their skills in working with high-achieving students. In addition, newsletters are sent to teachers throughout the year.

WHAT CRITERIA WERE USED FOR THE IDENTIFICATION OF GIFTED STUDENTS?

Elementary

Language Arts: In language arts, there were two sets of criteria, one for students in grade 1, and another for students in grades 2-6.

The purpose of the identification process is to identify those students who would benefit more from a gifted language arts program than from the regular language arts curriculum. **A "gifted" student is defined by the AIM High Program as "one whose abilities and intellectual needs would be better served by a differentiated curriculum designed for gifted students than by the existing curriculum."**

A "Grade One AIM High Language Arts Identification Matrix" is completed for each first-grade student being considered for the AIM High Language Arts Program. The matrix is completed for each student who scored at or above the 80th percentile on both ITBS Word Analysis or Language Total and ITBS Listening or Reading Total. The exception to this criterion is the so-called "loophole" candidate, i.e., a student whom school staff feel strongly should be included for further testing despite missing the achievement cutoff. No more than two students per class are supposed to be included by means of this "loophole" policy.

A very similar matrix is completed for each student in grades 2-6 being considered for the AIM High Language Arts Program. The matrix is completed for each student who scored at or above the 85th percentile on both ITBS Reading Total and Language Total or is a "loophole" candidate.

On both matrices, a number of "matrix points" is assigned according to the scores or ratings entered into the matrix. For grade 1, matrix points are assigned according to results from five instruments:

1. Subtests of the Iowa Tests of Basic Skills (ITBS), as described above;
2. The Learning Characteristics, Communication Characteristics, and Motivation Characteristics subtests of the Renzulli-Hartman Behavior Rating Scales, an informal tool to assist teachers in observing particular behaviors which may be associated with giftedness;
3. A writing sample developed by OGE;
4. A reading test developed by OGE; and
5. The Verbal subtest of the Developing Cognitive Abilities Test (DCAT).

Four of the five instruments are also used for grades 2-6. However, the Motivation Characteristics subtest is excluded, and a Student Interest Survey--developed by OGE to determine if a student has an interest in the kinds of activities that may occur in the AIM High curriculum--is used in place of the OGE-developed reading test.

The total number of matrix points necessary for admission to the AIM High Program is determined for each campus by the Gifted Advisory Council, composed of teachers and other staff members appointed by the principal.

Mathematics: In mathematics, a single set of criteria was used for all students in grades 1-6.

An "AIM High Mathematics Identification Matrix" is completed for each student being considered for the AIM High Mathematics Program. The matrix is completed for each student who scored at or above the 90th percentile on ITBS Math Concepts, Math Problems, or Math Computation, or is a "loophole" candidate. Matrix points are assigned according to scores or ratings from five instruments:

1. The mathematics subtests of the Iowa Tests of Basic Skills (ITBS), as described above;
2. A behavior checklist developed by OGE;
3. An interest survey;
4. The student's performance history, determined from available report cards, test results, and other evaluation instruments, from which the student is assigned a performance rating of "poor," "average," "good," or "superior"; and
5. The Quantitative and Spatial subtests of the Developing Cognitive Abilities Test (DCAT).

As in language arts, the total number of matrix points needed for admission to the program is determined on each campus by its Gifted Advisory Council.

A detailed description of the identification and selection process for both language arts and mathematics is contained in the AIM High Program Manual.

Bilingual Gifted: In 1985-86, students were identified for service based solely on teacher nomination. The criteria to be used in 1986-87 were sketched out on April 29, 1986. The identification of bilingual gifted students will be a three-stage process.

1. Teacher nomination
   a. Renzulli-Hartman Checklist of Learning Characteristics
   b. Checklist on specific behaviors: Scale for Rating Behavioral Characteristics of Bilingual Children

2. Student performance on one of three standardized tests (to be determined)
   a. Raven Progressive Matrices Test
   b. Developing Cognitive Abilities Test (DCAT)
   c. Cartoon Conservation Test

3. Skills tests
   a. Reading test (to be determined)
   b. Writing sample

A matrix similar to those already in use in the AIM High Program will be developed.

Secondary

A student may take an honors course if:

- Standardized test scores indicate a potential for success in the Honors Program;
- Teachers recommend the student on the basis of the student's classroom performance;
- Past grades reflect high achievement; and
- Interest, ambition, and motivation for the mastery of honors work are present.

According to the Department of Secondary Education, AISD considers careful counseling of each student an important part of the Honors Program and has emphasized it each semester to the counseling staff. Students are made aware of the concepts of the Honors Program through prehonors counseling, which takes place prior to serious consideration of a student for admittance to the program. The counseling also provides students with an opportunity to decide if honors courses are in line with their future plans. Should a student enrolled in an honors course decide to drop it, the student may go back into the regular section of the class without penalty.

HOW SATISFACTORY HAS THE IDENTIFICATION PROCESS BEEN?

Although no direct measure of campus opinion was taken, this question was directed to the Program Coordinator in an interview in April, 1986. Her responses are summarized briefly below.

Language Arts: There have been very few complaints about the process for identifying students for service in AIM High Language Arts. Consequently, the OGE staff has not felt the need to modify the process.

Mathematics: The AIM High Mathematics Program was piloted this year. The OGE staff is considering some changes in the identification process, including:

1. The number of subtests on which a student must score at or above the cutoff
2. The test used, and
3. Further changes to the student interest survey.

Bilingual Gifted: An identification process initially developed in 1984-85 was not fully endorsed by the Bilingual Gifted Task Force for implementation in 1985-86. Questions were raised about the appropriateness of the standardized tests for the particular population of students to be served. OGE undertook a search for more appropriate instruments. A revised process will be implemented in the coming school year. For this year, teacher nomination as the sole criterion has not been a problem.

Apart from the view of the Program Coordinator, experience and common sense suggest that two factors govern whether an identification process will be perceived as satisfactory by campus personnel:

1. Does the process generally identify the students whom teachers regard as gifted or talented?

2. Is the process cumbersome?

Concerning the first point, the Program Coordinator's statement that there have been very few complaints about the identification process for language arts--the process which has been in place the longest and is the model for the other subject areas--indicates that it has gained general acceptance. In addition, the Coordinator stated in the interview that OGE staff did an informal survey asking teachers if their own choices of students to be served by the program would have differed from those students who were identified by the formal process. According to the Coordinator, there was very little difference.

It is not surprising that school personnel approve of the process because the number of matrix points needed for admission is determined by each school's Gifted Advisory Council. Within the framework set up by OGE, **schools themselves decide which students will be in their AIM High Programs.** Their satisfaction is, therefore, to be expected.

In regard to the second point, however, some anecdotal evidence suggests that schools do not always complete the identification matrices. Although in the pilot year it was not required, a number of schools did not complete their matrices to identify students to serve in the AIM High Mathematics Program. In fact, according to OGE staff, **completed identification matrices**, although strongly encouraged, **are not required for service in AIM High.** To the extent that schools choose not to complete matrices, it may be because they regard the identification process as cumbersome.

In any event, it is unlikely that a simpler system can be developed because **the State requires that a minimum of five criteria be used for selecting gifted/talented students.**

In sum, the current identification procedures seem to be as satisfactory as might be expected given the constraints under which they operate.

HOW MANY STUDENTS WERE SERVED BY THE GIFTED AND TALENTED PROGRAM?

A comprenensive accounting of the number of students served by tne Gifted and Talented Program in 1985-86 includes students served by:

- AIM High Language Arts and Mathematics,
- The AIM High Bilingual Gifted Pilot Program in language arts,
- Elementary adjunct programs in art enrichment, French, music (Young Composers and Austin Symphony), and science, and
- The secondary Honors Program (see page 29).

While it was possible to obtain a total count of the number of students served by the AIM High Program, poor program documentation prevented the determination of precise individual counts of the number of students served in each of the AIM High Programs.

Figure 1 shows the number of elementary students, grades 1-6, who were served in 1985-86 by the AIM High Program. The number of students served by the Bilingual Gifted Program could not be determined. No counts were attempted of the number of children who participated in the informal kindergarten program. Figure 2 shows the number of students served according to subject area, insofar as it could be determined.

Adjunct programs (art enrichment, Young Composers, Symphony, science program, French) served 574 first through sixth graders, 343 of whom were not otherwise served by AIM High. Figure 3 gives the number of students participating in AIM High adjunct programs.

GRADE	AMERICAN INDIAN	ASIAN	BLACK	HISPANIC	ANGLO/ OTHER	TOTAL
1	2	23	51	100	525	701
2	2	16	80	105	590	793
3	2	20	66	103	596	787
4	0	16	55	96	511	678
5	2	22	30	93	541	688
6	2	18	37	92	522	671
TOTAL	10	115	319	589	3,285	4,318
	(0.2%)	(2.7%)	(7.4%)	(13.6%)	(76.1%)	(100%)

Note: These are unduplicated counts; i.e., no student is counted more than once.

Figure 1. NUMBER OF STUDENTS PARTICIPATING IN AIM HIGH (LANGUAGE ARTS AND MATHEMATICS) CLASSES, BY GRADE AND ETHNICITY, 1985-86.

Subject Area	Students Served	
	Number	Percent
Language Arts	1,622	37.6
Mathematics	338	7.8
Language Arts and Mathematics	210	4.9
Unidentified	2,148	49.7
TOTAL	4,318	100.0

Unidentified = The students were served by AIM High, but the Office of Gifted Education could not identify the area of service with certainty. These students were probably served by the AIM High Language Arts Program.

Note: These are unduplicated counts; i.e., no student is counted more than once.

Figure 2. NUMBER OF STUDENTS SERVED BY THE AIM HIGH PROGRAM IN 1985-86, BY AREA.

GRADE	PROGRAM					TOTAL
	Art Enrichment	French	Young Composers	Austin Symphony	Science	
Unknown	0	0	5	0	0	5
1	0	2	2	0	0	4
2	0	4	0	0	0	4
3	0	3	59	11	0	73
4	68	0	0	24	11	103
5	124	0	0	120	13	257
6	112	0	2	0	14	128
TOTAL	304	9	68	155	38	574

Note: These are duplicated counts; i.e., students were counted in each program in which they participated.

Figure 3. NUMBER OF STUDENTS PARTICIPATING IN GIFTED AND TALENTED ADJUNCT PROGRAMS IN 1985-86.

HOW WERE GIFTED STUDENTS AT THE SECONDARY LEVEL SERVED THIS YEAR?

Gifted and talented students were served at the secondary level in 1985-86 primarily through the secondary Honors Program. Figure 4 gives the number of secondary students who took honors courses in 1985-86.

Besides the Honors Program, 13 students from each high school and four from each junior high school were invited to participate in a one-day Science Futures Symposium held on Saturday, April 19, 1986. Of the 157 students invited, 127 students attended, along with 31 of their teachers. The purpose of this all-day symposium, the third annual event of its kind, was to present the best in current research to the District's top science students.

GRADE	AMERICAN INDIAN	ASIAN	BLACK	HISPANIC	ANGLO/ OTHER	TOTAL
7	2	24	54	84	592	756
8	2	32	52	87	628	801
9	1	40	85	104	891	1,121
10	1	40	76	102	807	1,026
11	4	55	68	134	806	1,067
12	2	47	57	104	667	877
TOTAL	12	238	392	615	4,391	5,648
	(0.2%)	(4.2%)	(6.9%)	(10.9%)	(77.7%)	(100%)

Figure 4. NUMBER OF STUDENTS ENROLLED IN SECONDARY HONORS COURSES IN 1985-86, BY GRADE AND ETHNICITY.

HOW WERE THE GIFTED AND TALENTED CLASSES ORGANIZED, AND HOW OFTEN DID THEY MEET?

Five major categories of classes were identified according to administration, organization, and instructional delivery methods. A survey of principals of schools participating in the AIM High Program included the following list of types of classes:

SELF-CONTAINED CLASS: Identified gifted and talented (G/T) students meet with one teacher all day, all week.

CLUSTER GROUPING: Each teacher accommodates G/T students within the regular classroom.

RESOURCE CLASS: G/T teachers instruct different groups of identified G/T students all day in designated subject areas. (The teachers deliver instruction all day, but to different students.)

TEAM/GRADE LEVEL: Designated teachers draw G/T students from other team/grade level teachers during a specific block or period and disperse their own students among classes of other team members.

SPECIAL DAY CLASS: Support personnel, e.g., counselors, librarians, etc., teach G/T students all day or half a day once a week.

Principals were asked to identify which classification best described their gifted and talented classes. In language arts, the category "team/grade level" was the most commonly reported with 78.5% (197 of 251 classes). "Cluster grouping" and "self-contained" classes were the second and third most frequent with 11.2% (28 of 251) and 8.0% (20 of 251), respectively. Only 2.4% (6 of 251) reported teaching "special day" classes, and none reported teaching a "resource" class (see Figure 5).

The same survey question was asked of teachers of AIM High language arts teachers as part of the evaluations of the Gifted and Talented Program in 1984-85 and 1983-84. Over the three school years, there has been a notable change in the proportions of class types. Because the Program was expanded for the first time to all 60 of the District's elementary schools in 1984-85, the percentage of classes taught by itinerant teachers (resource class) dropped and the number of classes taught by designated teachers (team/grade level) greatly increased that year. In 1985-86, the percentages of classes of the team/grade level type again increased and the percentages of self-contained and special day classes decreased. No school reported teaching gifted and talented students in a resource class this year. For a comparison of the distribution of the gifted and talented classes by type over the three years, see Figure 5.

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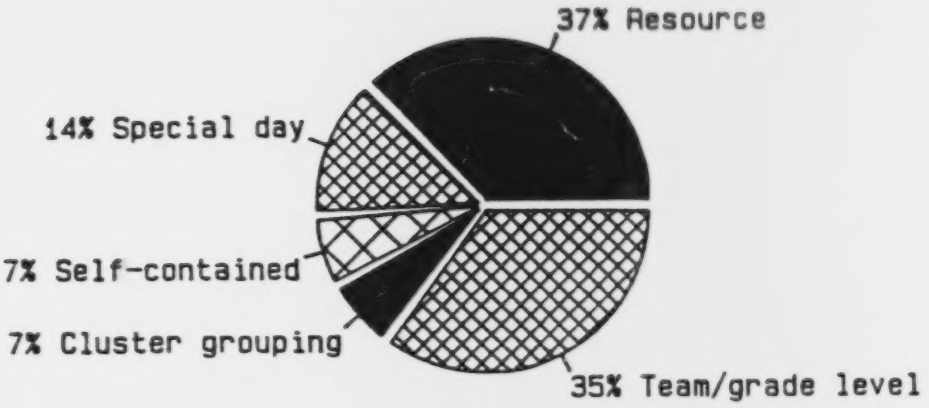

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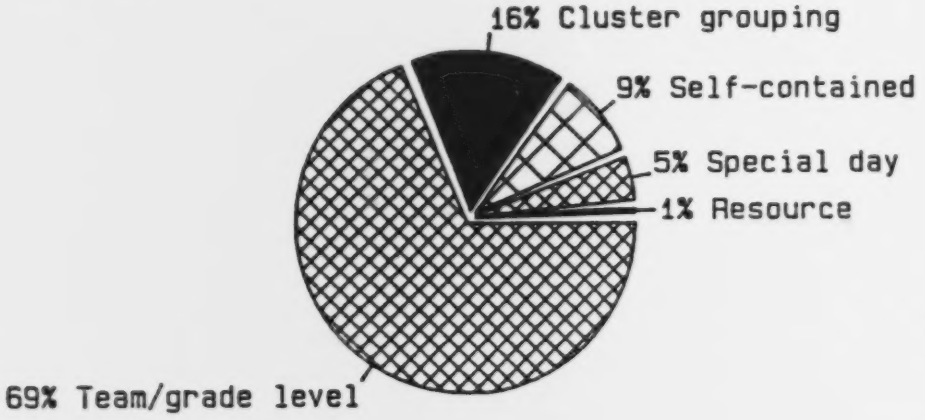

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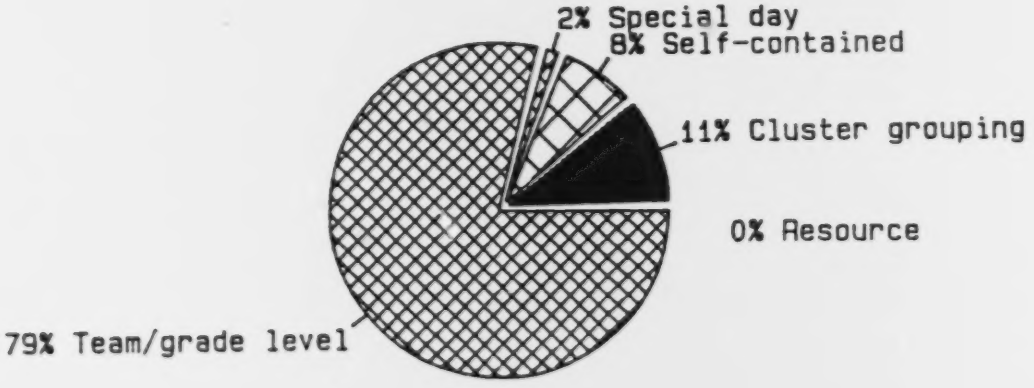

1985-86

Figure 5. DISTRIBUTION OF LANGUAGE ARTS GIFTED AND TALENTED CLASSES BY TYPE.

HOW MUCH DID THE GIFTED AND TALENTED PROGRAM COST?

It is not clear precisely how much the Gifted and Talented Program cost in 1985-86. The 1985-86 budget for the Office of Gifted Education (OGE) was divided into two portions, one of which provided **$258,884** in funds from the local budget. The second portion was set up as a holding account which provided an additional **$99,385** to be replaced from state funds when and if the State approved funds to flow to the District. An application for state grant monies was submitted to the Texas Education Agency (TEA) in October, 1985. It should be noted that the application was based in part on student counts from the secondary Honors Program.

When no response to the application was received by late spring, inquiries were made to TEA. According to TEA, the State had changed its funding procedures for gifted and talented programs and AISD had already received state funds based on the student counts submitted in the application. According to a summary of finances from TEA, AISD received as part of the total fund allocation from the State **$646,847** earmarked for the Gifted and Talented Program. This figure is misleading, however, because actual state aid amounted to only 56% of the total funds it calculated as the cost of AISD's school program. The remainder was to be made up from local fund sources. Thus, if the local share of the Gifted and Talented Program is proportional to the local share of the total, actual state funding for the Gifted and Talented Program in 1985-86 was **$362,234**.

At this writing, it is not known whether AISD is accountable to the State for spending this amount. According to AISD's Finance Department, the **$99,385** appropriated for OGE pending disbursement of state funds may be made available to OGE, but a determination has not been made. A related question is whether **$141,625** appropriated for honors courses should be regarded as part of the State's funding of the Gifted and Talented Program since state funding was based in part on student counts from the secondary Honors Program.

To address the present question, the most reasonable course would be to consider only the **$258,884** appropriated from local funds as the total budget for the elementary Gifted and Talented Program. Cost calculations for the secondary Honors Program would be merely speculative at this time. With these qualifications stated, the cost of the Gifted and Talented Program is displayed in the following table.

1985-86 Budget Allocation:	$258,884
Cost Per Student:	$ 53

Because the average of the contact hours per day was slightly less than one, the cost per student contact hour for a year was **$49**. Note that this cost is an "add-on" cost, i.e., a cost over and above the cost of providing a regular education to the student. If this add-on cost were extended to the whole instructional day, the cost for serving one student full-time for a year (cost per full-time equivalent student) would be **$293**.

Calculations are based on 4,318 students served by the AIM High Program and 574 students served by elementary adjunct programs (total = 4,892).

DID THE OFFICE OF GIFTED EDUCATION MEET ITS GOALS FOR 1985-86?

The Office of Gifted Education met most of its goals for 1985-86.

- The AIM High Mathematics Program was piloted in 32 elementary schools.
- Staff development was provided for language arts and mathematics teachers, both on a districtwide basis and by geographic area.
- The language arts curriculum was augmented by a new language arts unit for kindergarten produced in the fall. A commercially produced language arts series, which was piloted in four schools, seems a promising alternative to locally produced units.
- Communication among parents, schools, and OGE was addressed.
  -A system for notifying parents about meetings and other program activities was developed.
  -A quarterly newsletter provided a variety of program information.
  -A brochure about what it means to be in AIM High was developed and sent home to parents of students in grades 4-6.
  -OGE was adopted by several prominent corporations.
- A plan for a districtwide science program was developed, and the program is ready to be piloted in 10 schools. Students would be identified on the basis of science interest and performance rather than on test scores alone.

OGE fell somewhat short of its goal in one area.

- The Bilingual Gifted Program was implemented in only one of the four pilot schools. This school did not begin serving students until February.

According to the Program Coordinator, planning for the program occurred throughout the 1984-85 school year, with the Bilingual Gifted Task Force meeting monthly. Student selection criteria were decided, and a matrix similar to that used in the regular AIM High Program was developed. However, mostly because of end-of-year pressures, identification of the students was delayed until after the start of the 1985-86 school year.

In 1985-86, however, questions about the identification matrix were raised by the Bilingual Gifted Task Force, and in December, 1985, the matrix was reconsidered. An overview of alternative identification instruments was planned for January, 1986, with identification to be completed by February. Also in December, 1985, four schools were selected to pilot the program. Only two of the schools, however, indicated an interest in participating. Questions about the identification process continued, so it was decided to proceed this year with identification based solely on teacher nomination. Service to students did not begin until February, 1986. In May, 1986, inquiries from ORE determined that only one school actually had a program.

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The final report presents a summary of the findings of the 1983-84 evaluation of the Gifted and Talented Program.

Fairchild, M.E. (1985, June). AISD's gifted and talented program, AIM HIGH!, 1984-85. (Publication No. 84.60). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

The final report presents a summary of the findings of the 1984-85 evaluation of the Gifted and Talented Program.

Sanders, B., et al. AIM High program manual. Austin, Tx: Austin Independent School District, Office of Gifted Education.

This manual describes the AIM High Program for gifted and talented students. In addition to general descriptive information it specifies the procedures followed in identification of students who are eligible to participate in the AIM High Program.

Wilkinson, D., & Luna, N. (1986, July). Gifted and talented: 1985-86 Final technical report. (Publication No. 85.61) Austin, TX: Austin Independent School District, Office of Research and Evaluation.

The final technical report describes the questions addressed, the data collection instruments and procedures employed, and the results of the 1985-86 evaluation of the Gifted and Talented Program.

Gifted and Talented

Appendix A

STUDENT FILE

GIFTED AND TALENTED STUDENT FILE

Purpose

The Gifted and Talented Student File was the basis for the information required to address the following decision and evaluation questions from the 1985-86 Gifted Program Evaluation Plan (Publication Number 85.16).

Decision Question D1: Should components of the District's 1985-86 Gifted Program be expanded, modified, or deleted?

Evaluation Question D1-1: How many students were served in 1985-86 by the Elementary Gifted Program:

a) in language arts?
b) in mathematics?
c) in bilingual gifted?
d) in adjunct programs?

Note: The District's Office of Gifted Education (OGE) coordinates the implementation of AISD's Gifted and Talented Program solely at the elementary level. According to OGE staff, the term "talented" is not currently employed. Hence, the evaluation questions reflect OGE's choice of terminology. However, since the State earmarks a portion of the funds it provides to AISD under the heading "Gifted and Talented" and the evaluation forms the Texas Education Agency (TEA) employs also use this term, it will be taken as the norm for discussion purposes in this report. The abbreviation G/T, meaning gifted/talented, will be used.

Procedure

AIM High Program Counts

On November 26, 1985, in an internal planning document, one of five evaluation needs identified for the gifted and talented program was "a well-developed and maintained data base concerning the number of students in the Gifted and Talented Program." This need was among the topics discussed with OGE staff on December 5, 1985. An OGE staff member had developed in September, 1984 an elaborate file structure for student and teacher information, and had disk space on the IBM mainframe computer allocated for the files. The computer file layout and user documentation are Attachments A-1 and A-2, respectively. Neither file, however, was put into use. The student file was, in effect, a hollow shell without anything inside. Consequently, a separate and very abbreviated student file was constructed for the purposes of the 1984-85 evaluation the year before. See AISD's Gifted and Talented Program: AIM High! 1984-85 (ORE Pub. No. 84.60). The file format of the 1984-85 G/T student file is Attachment A-3.

On January 10, 1986, the following process for assembling a file of the gifted and talented students served was delineated.

1. As it had the previous year, OGE will send out printouts to schools listing their students. Schools will annotate the printouts indicating which students they are serving and return the printouts to OGE.

2. Data Services will keypunch the service information from the printouts.

3. Data Services will put the information onto the file, the Gifted and Talented Student File (GTSF).

4. OGE will collect identification matrices from the schools.

5. Data Services will keypunch the information from the matrices.

6. Data Services will put the matrix information onto the file.

It was agreed that the teacher file was not needed and that a count of teachers could be obtained from the student file. The teacher file was to remain as a shell for possible use in the future.

The plan worked to some extent. Student records were created on the GT Student File. However, a major flaw in this plan was that the schools were not asked by OGE to indicate area of service, and this information was not entered on the student file. In the previous year, 1984-85, students were served in only one area, language arts, but in 1985-86, they could be served in language and/or mathematics in 38 elementary schools. Consequently, it was not possible to determine precisely the areas in which students were served for the majority of students.

The following steps were taken to identify as precisely as possible the areas in which students were served.

1. In the 22 elementary schools in which the Mathematics Program was not being piloted, the area of service was, by default, language arts, which was entered onto the file.

2. For the remaining 38 schools in which service in two areas was possible, area of service could theoretically be determined by reference to the subject-specific identification matrix completed for each student served by the AIM High Program.

3. To this end, all of the identification matrices for students were collected and keypunched according to the format shown in Attachment A-4.

4. Based on the matrix information, area of service was entered onto the student file, partly by computer and partly by hand. Attachment A-5 details the computer programs used in the process of identifying areas of service and producing student counts by area of service. Attachment A-6 is the directions used for hand entering area of service on GTSF.

A major drawback to this strategy, however, was that there was not a matrix available for each student served. According to a statement by an OGE staff member on April 9, 1986, hundreds of students without matrices were being served. In part, the absence of identification matrices was attributable to students who were identified for service the previous year and who continued to be served in 1985-86. Another matrix was not required for these students. The absence of matrices was also partly attributable to schools simply not completing them. Although in the pilot year it was not required, a number of schools did not complete their matrices to identify students to serve in the AIM High Mathematics Program. In fact, according to OGE staff, completed identification matrices, although strongly encouraged, are not required for service in AIM High. No matrices existed for the pilot Bilingual Gifted Program.

Thus, while it was possible to obtain a total count of the number of students served by the AIM High Program, it was not possible to determine precise, individual counts of the number of students served in each of the AIM High Programs. The efforts described above succeeded finally in identifying the area of service for only 2,170 students, 50.3% of the 4,318 students served. The remaining 2,148 students were probably served by the AIM High Language Arts Program, in the judgment of OGE staff.

Elementary Adjunct Counts

The numbers of students served by elementary adjunct programs in art enrichment, French, music (Young Composers and Austin Symphony), and science were determined as follows.

1. A list of the students participating in the art enrichment adjunct program (dated November 15, 1985) was obtained.

2. A list of the 14 schools participating in the Austin Symphony G/T Program was obtained from the elementary coordinator for music on June 3, 1986. These schools were contacted by phone by the District Priorities Evaluation Associate to request lists of the students in their programs. Between June 5 and June 10, 1986, 10 schools returned handwritten lists. One school's list was conveyed verbally over the phone. Information was not received from three schools.

3. Lists of students in Young Composers at each of seven elementary schools was obtained in June, 1986 from the elementary coordinator for music.

4. The names of the students in the French adjunct program at Becker Elementary were obtained from OGE on May 8, 1986. A list of the students in the French program was obtained from OGE on June 24, 1986.

5. A list of the students in the science program (dated November 15, 1985) was obtained from OGE. This list was updated in a phone conversation with the AIM High Science Teacher on June 6, 1986. A final list was obtained from OGE on June 24, 1986.

Note: Students served in science could have been included in the counts of students served by the AIM High Program, rather than with the number participating in gifted and talented adjunct programs. Science was listed among the adjunct programs the previous year, and this categorization was repeated in the 1985-86 evaluation. More properly, however, the science program was a "prepilot" (OGE's term) AIM High Program at Zilker Elementary School, and should probably have been included in the AIM High Program counts. However, service in science was not entered on OGE's student file.

6. The District Priorities Evaluation Associate counted students in each of the adjunct programs by grade and ethnicity.

Service at the Secondary Level

The number of junior high and senior high school students invited and who participated by in Science Futures Symposium was supplied by OGE in June, 1986.

The number of junior high and high school students who took honors courses in 1985-86 was obtained from the Student Grade Reporting (SGR) File via programs using the Statistical Analysis System (SAS). EV2SSG was run on June 6, 1986 to produce unduplicated counts, by grade and ethnicity, of the number of high school students who took honors courses in the second semester of 1985-86. The same program was run on the same day to produce unduplicated junior high school counts.

Results

Evaluation Question D1-1: How many students were served in 1985-86 by the Elementary Gifted Program:

a) in language arts?
b) in mathematics?
c) in bilingual gifted?
d) in adjunct programs?

See pages 27-28 of Capital Projects, 1985-86: Teach & Reach, Gifted & Talented, BEST (ORE Publication No. 85.63).

85.61

Attachment A-1
(Page 1 of 3)

COMPUTER FILE LAYOUT

Page 1 : 2

FILE TYPE Disk/VSAM FILE NAME GTMAST FILE # _____

DATE CREATED 9/84 CREATED BY Tom Roudebush LOCATION AISD, Data Serv.

DESCRIPTION On-line file of all G/T students (G/T Master File)

COMMENTS Var. length (50-500), up to 5 occurs. Max N=10,000

(Stem=50 bytes; each occurs=90)

	FIELD LENGTH	COLUMNS FROM	COLUMNS TO	DATA TYPE	DESCRIPTION OF DATA FIELD		COMMENTS
KEY	7	1	7	N	STUDENT NUMBER		
KEY	2	8	9	N	SCHOOL YEAR OF RECORD	(YEAR)	(84=83-84 School year)
	12	10	21	A	LAST NAME		
	9	22	30	A	FIRST NAME		
	1	31	31	A	M.I.		
	3	32	34	N	SCHOOL CODE		
	1	35	35	AN	SCHOOL TYPE	(T)	1=K-6 / 2=K-3 / 3=4-6 / 4=1-6 / 5= / 6=
	2	36	37	N	GRADE LEVEL		
	1	38	38	AN	ETHNICITY		space if missing
	1	39	39	AN	SEX		" " "
	10	40	49	—	(Future use)	(F1)	spaces
	1	50	50	N	OCCURS INDEX (0-5)	(X)	1 for each relevant G/T area
PACKED DECIMAL	9	51	59	PD	PACKED FIELD #1:		
PACKED DECIMAL	(2)	(1)	(2)		G/T SUBJECT AREA CODE	(AREA)	Separate table
PACKED DECIMAL	(1)	(3)	(3)		NOMINATION CODE	(NOM)	Separate table
PACKED DECIMAL	(2)	(4)	(5)		RENZULLI TYPE #1	(RT)	Separate table
PACKED DECIMAL	(2)	(6)	(7)		" RATING #1	(RR)	
PACKED DECIMAL	(2)	(8)	(9)		" TYPE #2		
PACKED DECIMAL	(2)	(10)	(11)		" RATING #2		
PACKED DECIMAL	(2)	(12)	(13)		" TYPE #3		
PACKED DECIMAL	(2)	(14)	(15)		" RATING #3		
PACKED DECIMAL	(2)	(16)	(17)	-	(Future use)	(F2)	
PACKED DECIMAL	9	60	68	PD	PACKED FIELD #2:		
PACKED DECIMAL	(2)	(1)	(2)		INTEREST SURVEY SCORE #1	(S1)	
PACKED DECIMAL	(2)	(3)	(4)		" " " " #2	(S2)	
PACKED DECIMAL	(2)	(5)	(6)		ITBS %ILE #1	(P1)	These will typically be latest
PACKED DECIMAL	(2)	(7)	(8)		" " #2	(P2)	%ILE scores prior to school
PACKED DECIMAL	(2)	(9)	(10)		" " #3	(P3)	year of this record. See
PACKED DECIMAL	(2)	(11)	(12)		" " #4	(P4)	Separate table for which
PACKED DECIMAL	(2)	(13)	(14)		" " #5	(P5)	%ILES are present here.

(For "DATA TYPE", enter A, N, AN, SP, PD, etc. for Alpha, Alphanumeric, Numeric, Spaces, Packed decimal, etc.)

COMPUTER FILE LAYOUT

FILE TYPE Disk/VSAM FILE NAME GTMAST (con't) FILE # _____

DATE CREATED 9/84 CREATED BY TOM ROUDEBUSH LOCATION AISD, Dataserv.

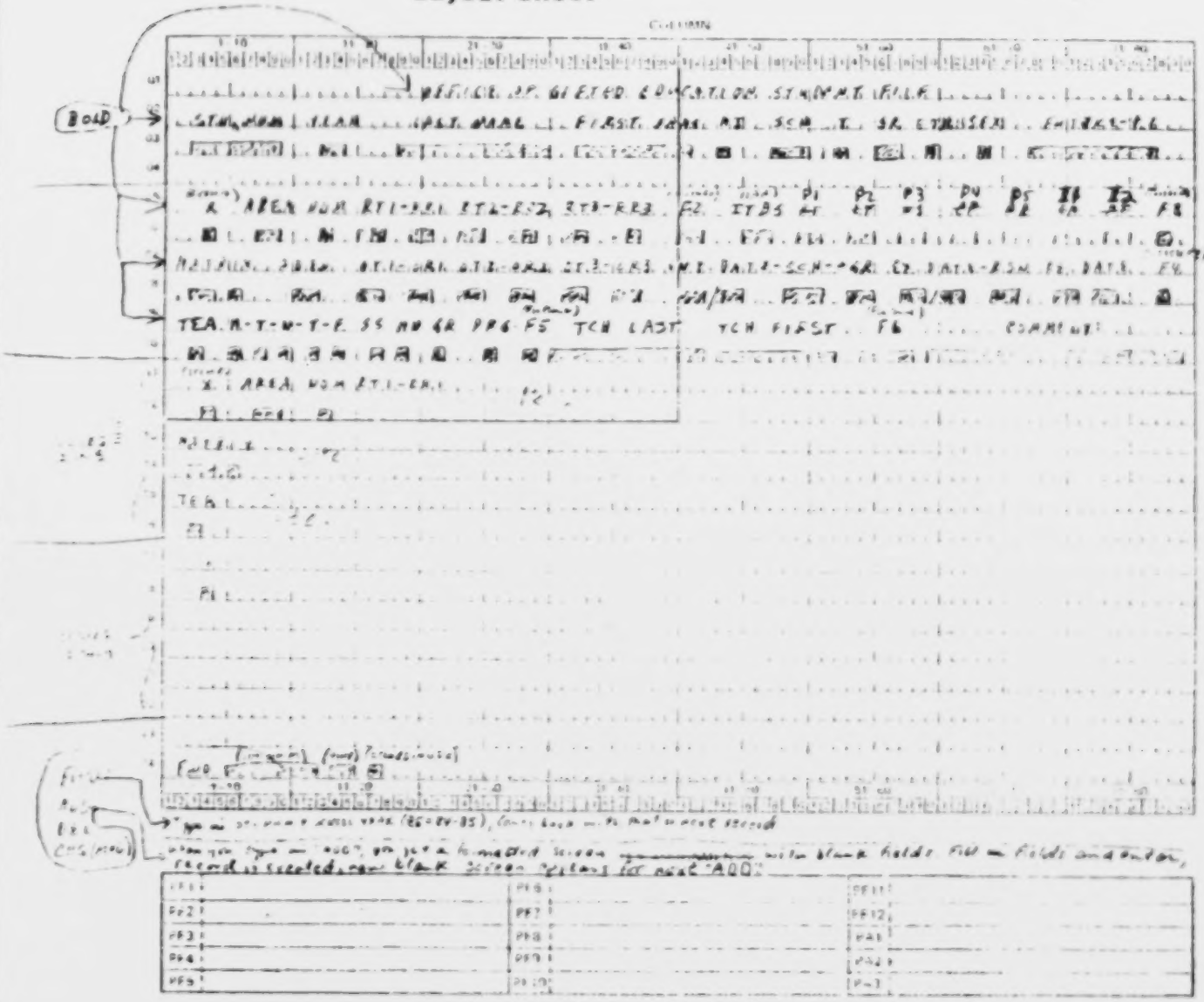
DESCRIPTION _____

COMMENTS _____

	FIELD LENGTH	COLUMNS FROM	COLUMNS TO	DATA TYPE	DESCRIPTION OF DATA FIELD	COMMENTS
PACKED	(2)	(15)	(16)		SCHOOL YEAR OF LATEST ITBS SCORES (ITBS)	(84=83-84 School year)
	(1)	(17)	(17)		(Future use) (F3)	
PACKED DECIMAL	9	69	77	PD	PACKED FIELD #3:	
	(2)	(1)	(2)		OTHER INSTRUMENT TYPE #1 (OT)	(separate table)
	(2)	(3)	(4)		" " SCORE #1 (OR)	
	(2)	(5)	(6)		" " TYPE #2	
	(2)	(7)	(8)		" " SCORE #2	
	(2)	(9)	(10)		" " TYPE #3	
	(2)	(11)	(12)		" " SCORE #3	
	(3)	(13)	(15)		TOTAL MATRIX POINTS	(F3.1 FORMAT)
	(2)	(16)	(17)		IDENTIFICATION CODE	Separate table
PACKED DECIMAL	9	78	86	PD	PACKED FIELD #4:	
	(4)	(1)	(4)		G/T ENTRY DATE (ENT. DATE)	(MM44)
	(3)	(5)	(7)		" " SCHOOL	
	(2)	(8)	(9)		" " GRADE	
	(4)	(10)	(13)		" EXIT DATE (EX. DATE)	(MM44)
	(2)	(14)	(15)		" EXIT REASON (RSN)	Separate table
	(1)	(16)	(16)		TEA. PROGRAM "AREA" CODE (TEA)	Separate table
	(1)	(17)	(17)		(Future use) (F4)	
PACKED DECIMAL	9	87	95	PD	PACKED FIELD #5:	
	(4)	(1)	(4)		REENTRY DATE (RE. DATE)	(MM44)
	(5)	(5)	(9)		CLASS DAYS OF WEEK (1 FOR EACH DAY)	separate table
	(1)	(10)	(10)		# SESSIONS (CLASSES) PER WEEK (SS)	(average)
	(3)	(11)	(13)		# MINUTES (TOTAL) " " (MN)	(average)
	(1)	(14)	(14)		GROUPING TYPE (GR)	Separate table
	(2)	(15)	(16)		G/T PROGRAM TYPE (PRG)	Separate table
	(1)	(17)	(17)		(Future Use) (F5)	
	12	96	107	A	G/T TEACHER LAST NAME	
	9	108	116	A	G/T TEACHER FIRST NAME	
	4	117	120	SP	(FUTURE USE) (F6)	
	20	120	140	A	COMMENTS	(OR ART MUSEUM CONTACT PERSON)

(For "DATA TYPE", enter A, N, AN, SP, PD, etc. for Alpha, Alphanumeric, Numeric, Spaces, Packed decimal, etc.)

3270 Information Display System
Layout Sheet



GIFTED AND TALENTED FILE USER DOCUMENTATION

THE GIFTED AND TALENTED STUDENT SYSTEM

The purpose of the gifted and talented student system is to keep test records of gifted and talented students and teaching schedules and other information of the teachers of gifted and talented students.

Two files are used to keep those records. A student file (called (GTMAST) is used to store records concerning students, and a teacher file (GTTEACH) is used to keep records concerning the teachers.

The student file is reached through use of the acronym GTSF; the teacher file is reached through use of the acronym GTTF.

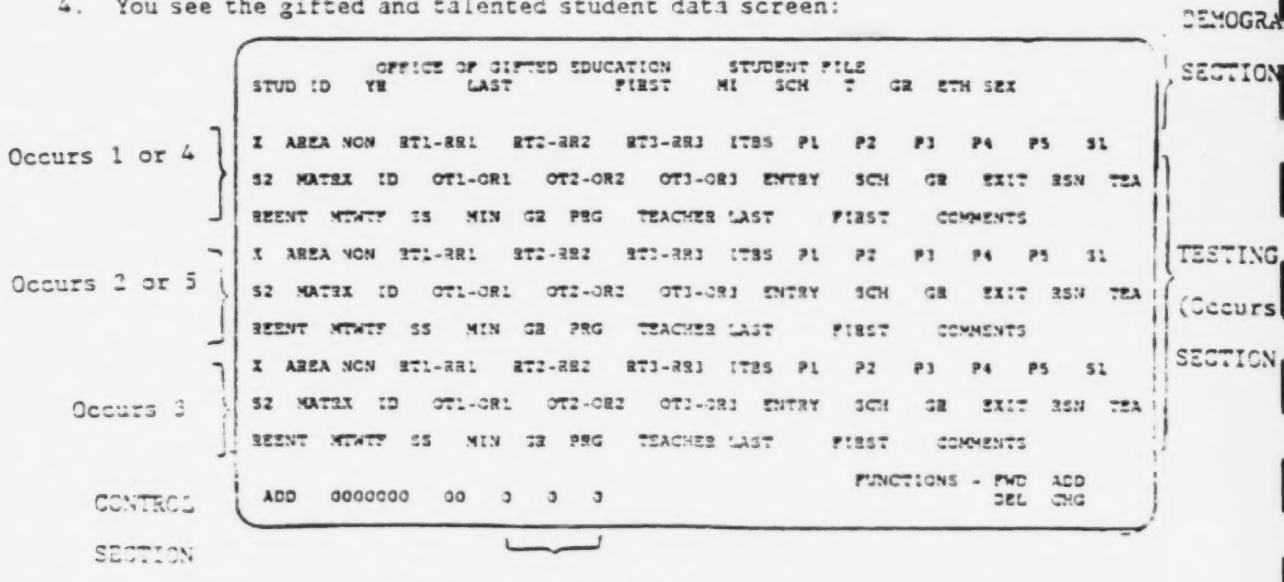
Program	Description	Date
DP-ADDGT-0101	Adds ID, sex, grade, school, name, and ethnic codes to the file.	10-9-85
DP-ADDGT-0201	Adds language arts data to the file for schools that have only language arts students.	5-15-86
DP-ADDGT-0301	Adds keypunched language arts data to the file.	5-30-86
DP-ADDGT-0401	Adds new records to the file from a card file.	6-2-86
DP-GTBCK-0401	Moves data from a variable length format to a fixed length format on a tape. This allows one to use SAS on the file.	6-2-86
SAS	Student counts by grade and ethnic background	6-3-86
SAS	Student counts by area of service	6-3-86
SAS	Grade K students by area of service	7-7-86

NOTES ABOUT GTSF

- GTSF is used to access records in the gifted and talented student file (GTMAST). Using GTSF, records of gifted and talented students can be added, changed, deleted, or viewed. Only the Office of Gifted and Talented Students can add, change and delete records; other offices can only view the records.

To reach gifted and talented student records:

1. Clear the screen.
2. Type GTSF in the upper left-hand corner of the screen, where the cursor appears.
3. Press enter.
4. You see the gifted and talented student data screen:



Occurs function fields

The three main sections in the screen:

- The student demographic data section.

  This section briefly describes the student.

- The testing (occurs) section.

  There are five possible testing areas in this section. Because there are five testing areas, and because the same fields occur in each testing area, each of the five testing areas is called an "occurs". Only three occurs are visible on a single screen. The fourth and fifth occurs appear in the same position as the first and second occurs.

- The control section.

  This section allows the viewing, adding, changing, and deletion of gifted and talented student file information. Each testing area, or "occurs," can be displayed and altered using the three fields that are indicated by the three single zeros. The first field is used to display and alter occurs 1 and 4, the second field is for occurs 2 and 5, the third field, for occurs 3.

HOW TO ADD A RECORD

1. The password must be filled in to add a record. Move the cursor to the bottom of the screen. Space forward to the seventh field and type in the password.

   If you try to add a record without first filling in the password, the record will not be added. The message SECURITY VIOLATION will appear. You must then clear the screen and start over.

2. Fill in the student data fields at the top of the screen.

Student ID number	7 positions	(numeric)
Year	2 "	(numeric)
Last name	12 "	
First name	9 "	
Middle initial	1 "	
School (Sch)	3 "	(numeric)
School type (T)	1 "	
Grade level (Gr)	2 "	(numeric)
Ethnicity (Eth)	1 "	
Sex	1 "	

3. Three areas (or "occurs") can be added using the add mode. For each of the occurs areas you want to fill out, put in the the occurs number in the occurs control fields.

   To add a first occurs, overlay the first zero with a 1.
   To add a second occurs, overlay the second zero with a 2.
   To add a third occurs, overlay the third zero with a 3.

4. Fill in the other data.

5. Press enter.

6. The data on the screen will disappear, and the message RECORD ADDED will appear. The number of the student added, the year, and the number of the occurs added will appear at the bottom of the screen.

To view the data you have just added:

- Type FWD over ADD.
- Press enter. The data will appear.

To add a fourth and fifth occurs after the first three have been added:

1. Display the first two or three occurs.
2. Type CHG over FWD.
3. In the occurs function field, type a 4 over the 1 and a 5 over the 2.
4. Move the cursor and, in the first testing (occurs) area, type a 4 over the 1 under the X. Type the 4th occurs data data over the 1st occurs data. Use the space bar to wipe out other information.
5. In the second occurs, under the X overlay the 2 with a 5. Type 5th occurs data over 2nd occurs data. Use the space bar to wipe out other information.
6. Press enter.
7. The message RECORD HAS BEEN UPDATED will appear.

Error Messages

RECORD ALREADY ON FILE	The student ID number and the year entered are already in the gifted and talented student file.
INVALID STUDENT ID/YR	The student ID or year entered were not numeric.

HOW TO VIEW RECORDS

Records are selected and viewed through use of the FWD (forward) function. The FWD function can be used to select a specific record, or to view records in the file sequentially.

- To view the records sequentially:
  1. Type FWD over ADD.
  2. Over the three zeros type in the occurs you want displayed.
  3. Press enter.
  4. Continue pressing enter to move forward through the file.
  5. The message END OF FILE HAS BEEN REACHED will appear when there are no more records in the gifted and talented student file to display.

- To view selected records:
  1. Type FWD over ADD.
  2. Next to FWD type in the student ID number and year.
  3. Type in the occurs field you want over the zeros.
  4. Press enter.
  5. The record you want will appear.

Error Messages

INVALID STUDENT ID/YR	The student or year entered are not numeric.
INVALID OCCURS WITH THIS FUNCTION	A "D" was entered in one of the function occurs fields.
INVALID OCCURS INDICATOR (0, 1, 4)	The first function occurs field contains a value other than 0, 1, or 4.
INVALID OCCURS INDICATOR (0, 2, 5)	The second function occurs field contains a value other than 0, 2, or 5.
INVALID OCCURS INDICATOR (0 or 3)	The third function occurs field contains a value other than 0 or 3.
WARNING OCCURS DATA NOT ON FILE	A specific occurs was requested for display, but that occurs data is not in the file.

HOW TO CHANGE RECORDS

- The password must be filled in on the initial screen before a record can be changed. If you attempt to change a record without having filled in the password, you must clear the screen and start over.

1. The record must be displayed: type in FWD, the student I.D. number, the year, and the occurs you want to change, if any.
2. Press enter.
3. Check to be sure the record you want is the one that appears.
4. Type CHG over FWD.
5. Overlay the old records with the new records.
6. Press enter.
7. The message RECORD HAS BEEN UPDATED will appear.

For instructions on how to use the CHG mode to add the 4th and 5th occurs, see HOW TO ADD A RECORD.

Error Messages

RECORD KEY HAS BEEN CHANGED	The record that is being changed must be displayed before any changes can be made.

HOW TO DELETE RECORDS

You can either delete all records of a student, or you can delete a specific occurs of a student. To delete all records of a student, the delete (DEL) mode is used; to delete a specific occurs, the adjust (ADJ) mode is used. If you attempt to delete a record without having filled in the password, you must clear the screen and start over.

TO DELETE A STUDENT'S RECORDS:

- The password must be filled in on the initial screen before a record can be deleted. If you attempt to delete a record without having filled in the password, you must clear the screen and start over.

1. Display the record. Type in FWD, the student I.D. number, and the year. You do not have to type in any occurs; all occurs will be deleted, as well as the student I.D., student name, etc.
2. Press enter.
3. The record will appear. Be sure the record that appears is the one you want to delete.
4. Type DEL over FWD.
5. Press enter.
6. The message RECORD HAS BEEN DELETED appears. The student's records (including the occurs data) have been deleted but are still displayed.

Error Message

RECORD KEY HAS BEEN CHANGED	The student ID number or year was changed when the DEL function was used. The record to be deleted must be displayed before a DEL function can be entered.

TO DELETE A SELECTED OCCURS:

- The password must be filled in on the initial screen before the "occurs" can be deleted. If you attempt to delete an occurs without having filled in the password, you must clear the screen and start over.

1. Display the record. Type in FWD, the student I.D. number, the year, and the occurs data you want to display. You cannot delete more than one occurs at a time using ADJ.
2. Press enter.
3. The record will appear. Be sure the record that appears is the one you want to delete.
4. Type ADJ over FWD.
5. Type a "D" over the number of the occurs you want to delete.
6. Press enter.
7. The message RECORD HAS BEEN UPDATED appears. The occurs automatically change to reflect the deletion. For example, if there were occurs 1, 2, and 3, and if 2 were deleted, and the 3rd occurs would become the 2nd occurs.

Error Messages

RECORD KEY HAS BEEN CHANGED	The student ID and year at the bottom of the screen was changed when the ADJ function was used. The record being adjusted must be displayed before an ADJ function can be entered.
MAY ONLY DELETE ONE OCCURS AT A TIME	A "D" was entered in more than one occurs field. Only one deletion can be performed at a time.
OCCURS NOT ON RECORD TO DELETE	An attempt has been made to delete occurs data that does not exist in the student file.

OCCURS FIELDS

X	(Occurs indicator)	1 position numeric
Area	(Subject area code)	2 positions numeric
NON	(Nomination code)	1 position numeric
RT1	(Renzulli type 1)	2 positions numeric
RR1	(Renzulli rating 1)	2 positions numeric
RT2	(Renzulli type 2)	2 positions numeric
RR2	(Renzulli rating 2)	2 positions numeric
RT3	(Renzulli type 3)	2 positions numeric
RR3	(Renzulli rating 3)	2 positions numeric
ITBS	(ITBS scoring year)	2 positions numeric
P1	(ITBS % 1)	2 positions numeric
P2	(ITBS % 2)	2 positions numeric
P3	(ITBS % 3)	2 positions numeric
P4	(ITBS % 4)	2 positions numeric
P5	(ITBS % 5)	2 positions numeric
S1	(Interest survey score 1)	2 positions numeric
S2	(Interest survey score 2)	2 positions numeric
MATRX	(Total matrix points)	2 positions numeric
ID	(ID Code)	2 positions numeric
OT1	(Other instrument type 1)	2 positions numeric
OR1	(Other instrument score 1)	2 positions numeric
OT2	(Other instrument type 2)	2 positions numeric
OR2	(Other instrument score 2)	2 positions numeric
OT3	(Other instrument type 3)	2 positions numeric
OR3	(Other instrument score 3)	2 positions numeric
ENTRY	(Entry date)	4 positions numeric
Sch	(Entry school)	3 positions numeric
Gr	(Entry grade)	2 positions numeric
EXIT	(Exit date)	4 positions numeric
RSN	(Exit reason code)	2 positions numeric
TEA	(Tea Code)	4 positions numeric

RETRY	(Re-entry date)	4 positions numeric
MTWTF	(Class days)	5 positions numeric
SS	(# sessions per week)	1 position numeric
MIN	(Total minutes per week)	3 positions numeric
GR	(Grouping type)	1 position numeric
PRG	(Program type)	2 positions numeric
TEACHER LAST		12 positions alphanumeric
TEACHER FIRST		9 positions alphanumeric
COMMENTS		3 positions alphanumeric

NOTES ABOUT GTTF

- GTTF is used to access records in the gifted and talented teacher file (GTTEACH). Using GTTF, records of the teachers of gifted and talented students can be added, changed, deleted, or viewed. Only the Office of Gifted and Talented Students can add, change and delete records; other offices can only view the records.

To reach the gifted and talented teacher file:

1. Clear the screen.
2. Type GTTF in the upper left-hand corner of the screen, where the cursor appears.
3. Press enter.
4. You see the gifted and talented teacher screen:

```
                        OFFICE OF GIFTED EDUCATION
                            TEACHER FILE

  TEACHER LAST      FIRST NAME      MI    G/T CODE   SCHOOL    GRADE


                          G/T CLASS SCHEDULE
   MONDAY          TUESDAY         WEDNESDAY        THURSDAY         FRIDAY
   :   -   :       :   -   :       :   -   :        :   -   :        :   -   :

   STUDENTS        CLASSES/WEEK          YEARS TEACHING        YRS G/T TEACHING

   CURRENT YEAR INSERVICE SESSIONS ATTENDED          TOTAL SESSIONS ATTENDED
1        2        3        4        5        6

                          COMMENTS FOLLOW

   1-

   2-

   3-

ADD                                          FUNCTIONS - FWD  ADD
                                                         DEL  CHG
```

85.61 HOW TO ADD A RECORD

Attachment A-2
(Continued, page 10 of 12)

To add a record to the teacher file:

1. Fill in the password. On the bottom line, space forward to the sixth field and fill in the password.

   If you try to add a record without first filling in the password, the record will not be added. The message SECURITY VIOLATION will appear. You must then clear the screen and start over.

2. Fill in these required fields*:

Last name	12 characters	
First name	9 characters	
The GT code	2 characters	01-99

3. Other fields:

Middle initial	1 character	
School	3 characters	Any valid school number
Grade	2 characters	01-99
Class schedule	11 characters	Example: 10:00-11:00
Students	2 characters	01-99
Classes/Wk	1 character	1-9
Years teaching	2 characters	01-99
Years G/T teaching	2 characters	01-99
Current year Inservice	3 characters	Yes or No
Total sessions attended	2 characters	01-99
Comments	60 characters	

4. Press enter.

5. The teacher's name and G/T code appear at the bottom of the screen. The message RECORD HAS BEEN ADDED appears; other data disappear.

To view the record:

- Type FWD over ADD.
- Press enter.
- The record will appear; the name of the school will appear below the school number.

*Important: Once added, the teacher's first and last name and GT code cannot be changed. To change the name and GT code, the record must be deleted, and then added again with the modification.

HOW TO VIEW RECORDS

You can view a specific record, or you can view the teacher file sequentially, by name.

To view a specific record:

1. Type in FWD over ADD, if necessary.
2. Next to FWD type in the name of the last name of the teacher, space forward and type in the first name, space forward and type in the G/T code.
3. Press enter.
4. The record will appear.

To view records sequentially:

1. Type BRS over ADD or whatever mode is displayed.
2. Press enter.
3. The next record in alphabetical sequence will appear.
4. Press enter to continue moving through the file.

HOW TO MAKE CHANGES

- Important: The name and G/T code of the student cannot be changed. The record must be deleted and then added with the modification.
- The password must have been filled in during the current session before any changes can be made. If the message SECURITY VIOLATION appears, clear the screen and start over.

1. Display the record by typing in FWD, the teacher's last name and first name, and the G/T Code.
2. Press enter.
3. Check to be sure the record that appears is the one that you want.
4. Type CHG over FWD.
5. Type the new data over the old data.
6. Press enter.
7. The message RECORD HAS BEEN UPDATED appears.

HOW TO DELETE A RECORD

- The password must have been filled in during the current session before any changes can be made. If the message SECURITY VIOLATION appears, clear the screen and start over.

1. Display the record by typing in FWD, the teacher's last and first name, and the G/T Code.
2. Press enter.
3. Check to be sure the record that appears is the one that you want.
4. Type DEL over FWD.
5. Press enter.
6. The message RECORD HAS BEEN DELETED appears. The data on the screen still appears, but the record has been deleted.

Error Messages

SUBJECT AREA INVALID	The GT code is not a valid number.
MUST HAVE TEACHER LAST NAME	
MUST HAVE TEACHER FIRST NAME	
SCHOOL CODE INVALID	The school number is not a valid number.
GRADE LEVEL INVALID	
# CLASSES PER WEEK INVALID	
CLASS START/STOP TIME INVALID	
INSERVICE ATTENDED NOT YES/NO	
YEARS TEACHING INVALID	
YEARS G/T TEACHING INVALID	
TOTAL INSERVICE INVALID	

85.61

FILE LAYOUT

Attachment A-3

☐ LABELED ☐ UNLABELED

PAGE 1 OF 1

LABEL ID _____ TAPE NO. _____ BY: Miriam E Faircloth

BLOCKSIZE _____ CHARACTERS _____ DATE CREATED: _____

RECORD SIZE _____ CHARACTERS _____ SUG. SCRATCH DATE: _____

_____ DENSITY _____ BPI

_____ SEQUENCE _____

DESCRIPTION G/T Student File EGTSTUF

REMARKS **Name: EGTSTUF**

NO. OF COLS.	COLUMNS FROM	COLUMNS TO	DATA FORMAT	FIELD NAME	REMARKS
7	1	7	numeric	student number	
1	8	8	Alpha	sex code	M or F
4	9	11	numeric	school code	
1	12	12	numeric	grade level	1-6
27	13	39	Alpha	student name	
1	40	40	numeric	ethnic code	1-5

FILE ID [illegible] CARD FILE LAYOUT LOCATION [illegible]

NAME Ana Wilkinson DATE 5-20-86

COMMENTS Identification Numbers for 6th and Talented

FIELD	COLUMNS	DESCRIPTION
A	1 - 3	FILE ID: ANA
B	4 - 10	Student ID Number
C	11 - 12	School Year = 86
D	13 - 15	Subject Area Code (see below)
E	17 - 19	School Code
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	

Subject Area Codes
01 = Language Arts Grade 1
02 = Language Arts Grades 2-6
03 = Mathematics Grades 1-6
04 = Bilingual
05 = Science
06 = Social Studies

85.61

A-22

Attachment A-4

42

43

Attachment A-6

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

May 2, 1986

HOW TO PUT SUBJECT AREA IN ON GTSF

1. GTSF in open area at bottom. Hit [F4].
2. Cursor to ADD. Change to FWD.
3. Key student # and year. Enter. (Check to see if correct student).
4. Change FWD to CHG.
5. Replace first 0 with a 1, if it is 0.
6. Underneath X, type a 1 (if it is 0).
7. Type 03 under AREA (03 = Mathematics) [illegible].
8. Type in teacher last name (or initial).
9. Type in teacher first name (or initial). Enter.
   Record is updated.
10. Continue by repeating steps 3 - 9.

01 = LA, Grade 1

02 = LA, Grades 2 - 6

03 = Mathematics

04 = Bilingual

1 = First subject area

Gifted and Talented

Appendix B

PRINCIPAL SURVEY

85.61

PRINCIPAL SURVEY

Purpose

Elementary principals were surveyed to obtain information to address the following decision and evaluation questions from the 1985-86 Gifted and Talented Evaluation Plan (Publication No. 85.16):

Decision Question D1: Should components of the District's 1985-86 Gifted and Talented Program be modified or deleted?

Evaluation Question D1-3: How were the Gifted and Talented classes organized and how often did they meet?

Information from the survey also became part of the basis for answering another evaluation question:

Evaluation Question D1-5: How much did the Gifted and Talented Program cost per student contact hour?

Procedure

Data Collection

Elementary principals were surveyed about the Gifted and Talented Program to obtain information for ORE's evaluation and to comply with the requirements of TEA's annual evaluation. The instrument that was used in this data collection was adapted from a census of teachers of gifted and talented students employed in the previous year's evaluation. See Attachment B-1. See also pages 4 and 5 of AISD's Gifted and Talented Program, AIM High!, 1984-85 (ORE Publication No. 84.60).

After discussion with the Assistant Director of ORE, it was decided to direct the information request to the elementary principals instead of their teachers. Accordingly, on May 5, 1986, the memo shown in Attachment B-2 was sent to principals through school mail.

Approximately nine tenths (88.33%) of the surveys were returned on time. The District Priorities Secretary placed follow-up calls to the principals of schools which had not returned the survey and collected the needed information from them over the telephone. The last date information was obtained from a school was May 29, 1986.

Analysis

The survey data were hand tallied by the District Priorities Secretary. The following were computed:

1. The number of times the type of program occurred, at each grade in each subject area (language arts, mathematics, and bilingual gifted),

2. The total number of minutes per week that students received services in each type of program, at each grade level, in each subject area,

3. The overall total number of minutes per week students spent in each program, in each subject area, across grade levels, and

4. The overall percentage of time students spent in each program, in each subject area, across grade levels.

The number of times the program occurred was summed, for each grade and subject area, on copies of the survey form labeled "A." The number of minutes per week that students received services in each program, for each grade and subject area, was summed on sheets labeled "B." District totals for sums recorded on "A" and "B" sheets are Attachments B-3 and B-4, respectively.

Attachment B-5 contains copies of the survey form on which the District totals for the following were recorded.

Sheet I. Number of minutes per week students received services, for each type of program, at each grade, across subject areas (sum of numbers on "B" sheets)

I. (a.) Same as I., for language arts and mathematics only.

I. (c.) Same as I., for language arts only

V. Number of schools represented in each type of program at each grade level, across subject areas (sum of numbers on "A" sheets)

V. (a.) Same as V., for language arts only

VI. Average number of minutes per week students received in each type of program (numbers on sheet I. divided by numbers on sheet V.)

Sheets I.(b.), II., III., and IV. were false starts leading to incorrect figures and are not reproduced.

The average number of minutes per week students received services in each type of program (sheet VI.) was calculated by:

Number of minutes/week in each type of program (sheet I.)	÷	Number of schools in type of program (sheet V.)

Results

Evaluation Question D1-3: How were the Gifted and Talented classes organized and how often did they meet?

For a description of these findings, refer to pages 30-31 of the 1985-86 Gifted and Talented final report titled Capital Projects, 1985-86: Teach and Reach, Gifted and Talented, Best (Publication Number 85.63).

Evaluation Question D1-5: How much did the Gifted and Talented Program cost per student contact hour?

The worksheets described in the "Procedure" section were the basis for the student contact hour information used in the cost calculations. See Appendix D for the cost results. See also page 32 of the 1985-86 Gifted and Talented final report.

85.61

Attachment B-1
(Page 1 of 2)

Austin Independent School District
Department of Management Information
Office of Research and Evaluation
April 22, 1985

TO: Teachers of Gifted and Talented Students

FROM: Miriam E. Fairchild, Evaluation Intern

SUBJECT: AIM High Curricula and Research Projects

The information requested in this census is necessary to comply with the requirements of the Texas Education Agency's Annual Report and District documentation of the activities of the Gifted and Talented Program.

The grant proposal submitted by the District to the TEA for partial funding of the Gifted and Talented Program includes, among others, an objective related to the research projects associated with the curricula designed by the Office of Gifted Education.

To fulfill the District's obligation with TEA, we must first determine which teachers have chosen to use this year's newly developed language arts units and which teachers have assigned research projects to their AIM High students.

Please complete the attached form and return it by April 29, 1985 to:

Miriam E. Fairchild
ORE
Carruth Administration Building

Your response to this census is greatly appreciated! If you have any questions, please call me at 458-1227.

Approved: _____
Director, Department of Management Information

Approved: Ruth McAllister
Assistant Superintendent, Elementary Education

MF:mf
Enclosure

SURVEY OF TEACHERS USING G/T CURRICULA AND RESEARCH PROJECTS

TYPE OF PROGRAM (Please check the type that best describes your program):

SELF-CONTAINED CLASS: Identified G/T students meet with one teacher all day, all week.

CLUSTER GROUPING: Each teacher accomodates the gifted student within the regular classroom.

RESOURCE CLASS: G/T teachers instruct different groups of identified G/T students all day in designated subject areas.

TEAM/GRADE LEVEL: Designated teachers draw gifted students from other team/grade level teachers during a specific block or period and disperse their own students among classes of other team members.

SPECIAL DAY CLASS: Support personnel, e.g., counselors, librarians, etc., teach gifted students all day or half a day once a week.

GIFTED PROGRAM MEETS FOR _____ MINUTES PER WEEK.

DID YOU USE ANY OF THE FOLLOWING MODEL UNITS SOMETIME DURING THE 1984-85 SCHOOL YEAR (Please check any that apply):

1. Future Think
2. Pandora's Box
3. Wonder of Words
4. Communication
5. Archeology
6. Aging
7. Tactics
8. OTHER (please specify) _____

DID YOU ASSIGN A RESEARCH PROJECT TO YOUR AIM HIGH STUDENTS AT SOME TIME DURING THE 1984-85 SCHOOL YEAR? _____

IF SO, WAS THE RESEARCH PROJECT BASED ON A MODEL MADE AVAILABLE THROUGH THE OFFICE OF GIFTED EDUCATION? _____

IF NOT, WHAT WAS YOUR SOURCE? _____

HOW MANY STUDENTS DO YOU HAVE IN YOUR AIM HIGH CLASS(ES)? _____

85.61

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

May 5, 1986

TO: Elementary Principals

FROM: David Wilkinson DW

SUBJECT: Organization of AIM High Classes

The way in which identified gifted and talented students are served is an area of continuing interest both for AISD and for the Texas Education Agency (TEA). To obtain information for ORE's evaluation, and to comply with the requirements of TEA'S annual report, you are being asked to identify the type(s) of program(s) you have on your campus and to supply the number of minutes per week that students at each grade level are receiving services. The survey form and directions for completing it are attached.

Please complete the survey and return it by May 9, 1986 to:

David Wilkinson
ORE
Carruth Administration Building

Your response to this survey is greatly appreciated! If you have any questions, please call me at 458-1227. Thank you.

DW:rrf
Enclosure

cc: Bobbie Sanders

Approved: DW
Director
Management Information

Approved:
Assistant Superintendent
Elementary Education

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

SURVEY OF ORGANIZATION OF AIM HIGH CLASSES

Spring, 1986

School: _____

Directions:

1. For the area of instruction indicated, please insert the number of minutes per week that students receive services at each grade level in the type(s) of program(s) you have on your campus. (See definitions below.)

2. If your campus has AIM High classes in more than one area of instruction, additional copies of this form have been enclosed. Please complete a separate chart for each area of instruction.

Area of Instruction: ___ Language Arts ___ Mathematics ___ Bilingual Gifted

	GRADE LEVEL					
TYPE OF PROGRAM	1	2	3	4	5	6
Self-Contained Class						
Cluster Grouping						
Resource Class						
Team/Grade Level						
Special Day Class						

Definitions

Self-Contained Class: Identified G/T students meet with one teacher all day, all week.

Cluster Grouping: Each teacher accommodates the gifted student within the regular classroom.

Resource Class: G/T teachers instruct different groups of identified G/T students all day in designated subject areas.

Team/Grade Level: Designated teachers draw gifted students from other team/grade level teachers during a specific block or period and disperse their own students among classes of other team members.

Special Day Class: Support personnel, e.g., counselors, librarians, etc., teach gifted students all day or half a day once a week.

Please complete this form by May 9, 1986, and return it through the school mail to:

David Wilkinson, ORE
Carruth Administration Building

Your response to this survey is greatly appreciated! If you have any questions, please call me at 458-1227. Thank you.

85.61

A

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

SURVEY OF ORGANIZATION OF AIM HIGH CLASSES

Spring, 1986

School: DISTRICT (40 SCHOOLS)

TIMES OCCUR:)

Directions:

1. For the area of instruction indicated, please insert the number of minutes per week that students receive services at each grade level in the type(s) of program(s) you have on your campus. (See definitions below.)

2. If your campus has AIM High classes in more than one area of instruction, additional copies of this form have been enclosed. Please complete a separate chart for each area of instruction.

Area of Instruction: ___ Language Arts ✓ Mathematics ___ Bilingual Gifted

TYPE OF PROGRAM	GRADE LEVEL 1	2	3	4	5	6	
Self-Contained Class	2	2	2	0	1	2	9
Cluster Grouping	1	1	1	1	1	0	5
Resource Class							0
Team/Grade Level	14	14	18	17	14	13	90
Special Day Class							0
TOTAL	17	17	21	18	16	15	104

Definitions

Self-Contained Class: Identified G/T students meet with one teacher all day, all week.

Cluster Grouping: Each teacher accommodates the gifted student within the regular classroom.

Resource Class: G/T teachers instruct different groups of identified G/T students all day in designated subject areas.

Team/Grade Level: Designated teachers draw gifted students from other team/grade level teachers during a specific block or period and disperse their own students among classes of other team members.

Special Day Class: Support personnel, e.g., counselors, librarians, etc., teach gifted students all day or half a day once a week.

Please complete this form by May 9, 1986, and return it through the school mail to:

David Wilkinson, ORE
Carruth Administration Building

Your response to this survey is greatly appreciated! If you have any questions, please call me at 458-1227. Thank you.

85.61

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

A
TIMES OCCURRED

SURVEY OF ORGANIZATION OF AIM HIGH CLASSES

Spring, 1986

School: DISTRICT (59 SCHOOLS) W/O ALLISON

Directions:

1. For the area of instruction indicated, please insert the number of minutes per week that students receive services at each grade level in the type(s) of program(s) you have on your campus. (See definitions below.)

2. If your campus has AIM High classes in more than one area of instruction, additional copies of this form have been enclosed. Please complete a separate chart for each area of instruction.

Area of Instruction: ✓ Language Arts ___ Mathematics ___ Bilingual Gifted

	TYPE OF PROGRAM	GRADE LEVEL 1	2	3	4	5	6	
✓	Self-Contained Class	3	5	5	1	2	4	20
✓	Cluster Grouping	6	5	7	5	6	3	28
✓	Resource Class	0	0	0	0	0	0	0
✓	Team/Grade Level	34	33	34	34	32	30	197
✓	~~Special Day Class~~	1	1	1	1	1	1	6
	(Randomly) TOTAL alloc →	45	45	45	42	39	34	
	ACTUAL →	44	44	43	41	41	38	251

Definitions

Self-Contained Class: Identified G/T students meet with one teacher all day, all week.

Cluster Grouping: Each teacher accommodates the gifted student within the regular classroom.

Resource Class: G/T teachers instruct different groups of identified G/T students all day in designated subject areas.

Team/Grade Level: Designated teachers draw gifted students from other team/grade level teachers during a specific block or period and disperse their own students among classes of other team members.

Special Day Class: Support personnel, e.g., counselors, librarians, etc., teach gifted students all day or half a day once a week.

Please complete this form by May 9, 1986, and return it through the school mail to:

David Wilkinson, ORE
Carruth Administration Building

Your response to this survey is greatly appreciated! If you have any questions, please call me at 458-1227. Thank you.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

A

SURVEY OF ORGANIZATION OF AIM HIGH CLASSES

Spring, 1986

TIMES OCCUR)

School: DISTRICT

Directions:

1. For the area of instruction indicated, please insert the number of minutes per week that students receive services at each grade level in the type(s) of program(s) you have on your campus. (See definitions below.)

2. If your campus has AIM High classes in more than one area of instruction, additional copies of this form have been enclosed. Please complete a separate chart for each area of instruction.

Area of Instruction: ___ Language Arts ___ Mathematics ✓ Bilingual Gifted

	GRADE LEVEL						
TYPE OF PROGRAM	1	2	3	4	5	6	TOTAL
Self-Contained Class	1	1					2
Cluster Grouping							
Resource Class							
Team/Grade Level							
Special Day Class							
TOTAL	1	1					2

Definitions

Self-Contained Class: Identified G/T students meet with one teacher all day, all week.

Cluster Grouping: Each teacher accommodates the gifted student within the regular classroom.

Resource Class: G/T teachers instruct different groups of identified G/T students all day in designated subject areas.

Team/Grade Level: Designated teachers draw gifted students from other team/grade level teachers during a specific block or period and disperse their own students among classes of other team members.

Special Day Class: Support personnel, e.g., counselors, librarians, etc., teach gifted students all day or half a day once a week.

Please complete this form by May 9, 1986, and return it through the school mail to:

David Wilkinson, ORE
Carruth Administration Building

Your response to this survey is greatly appreciated! If you have any questions, please call me at 458-1227. Thank you.

85.61
4/2 APL

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

B

MINUTES PER WEEK

SURVEY OF ORGANIZATION OF AIM HIGH CLASSES

Spring, 1986

School: DISTRICT TOTAL (W/O ALLISON) 59 SCHOOLS

Directions:

1. For the area of instruction indicated, please insert the number of minutes per week that students receive services at each grade level in the type(s) of program(s) you have on your campus. (See definitions below.)

2. If your campus has AIM High classes in more than one area of instruction, additional copies of this form have been enclosed. Please complete a separate chart for each area of instruction.

Area of Instruction: ✓ Language Arts ___ Mathematics ___ Bilingual Gifted

TYPE OF PROGRAM	GRADE LEVEL 1	2	3	4	5	6	TOTAL
Self-Contained Class	655	2005	1330	100	190	620	4,900
Cluster Grouping	1,995	1145	800	430	750	510	5,630
Resource Class	0	0	0	0	0	0	- - -
Team/Grade Level	8,815	9900	11.065	10,250	10,495	10,415	60,940
Special Day Class	360	360	360	360	360	360	2,160
TOTAL	11,825	13,410	13,555	11,140	11,795	11,905	73,630

MIN/WEEK IN AIM IN Lang. Arts

Definitions

Self-Contained Class: Identified G/T students meet with one teacher all day, all week.

Cluster Grouping: Each teacher accommodates the gifted student within the regular classroom.

Resource Class: G/T teachers instruct different groups of identified G/T students all day in designated subject areas.

Team/Grade Level: Designated teachers draw gifted students from other team/grade level teachers during a specific block or period and disperse their own students among classes of other team members.

Special Day Class: Support personnel, e.g., counselors, librarians, etc., teach gifted students all day or half a day once a week.

Please complete this form by May 9, 1986, and return it through the school mail to:

David Wilkinson, ORE
Carruth Administration Building

Your response to this survey is greatly appreciated! If you have any questions, please call me at 458-1227. Thank you.

85.61

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

B

SURVEY OF ORGANIZATION OF AIM HIGH CLASSES

Spring, 1986

School: DISTRICT

Directions:

1. For the area of instruction indicated, please insert the number of minutes per week that students receive services at each grade level in the type(s) of program(s) you have on your campus. (See definitions below.)

2. If your campus has AIM High classes in more than one area of instruction, additional copies of this form have been enclosed. Please complete a separate chart for each area of instruction.

Area of Instruction: ___ Language Arts ✓ Mathematics ___ Bilingual Gifted

TYPE OF PROGRAM	GRADE LEVEL 1	2	3	4	5	6	TOTAL
Self-Contained Class	[illegible]	[illegible]	[illegible]	0	[illegible]	[illegible]	[illegible]
Cluster Grouping	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0	[illegible]
Resource Class	—	—	—	—	—	—	—
Team/Grade Level	3,705	3,795	4,895	3,915	3,340	3,240	22,890
Special Day Class	—	—	—	—	—	—	-0-
	4,780	4,470	5,195	4,215	3,700	3,600	26,560

MIX IN AISD IN MATH

Definitions

Self-Contained Class: Identified G/T students meet with one teacher all day, all week.

Cluster Grouping: Each teacher accommodates the gifted student within the regular classroom.

Resource Class: G/T teachers instruct different groups of identified G/T students all day in designated subject areas.

Team/Grade Level: Designated teachers draw gifted students from other team/grade level teachers during a specific block or period and disperse their own students among classes of other team members.

Special Day Class: Support personnel, e.g., counselors, librarians, etc., teach gifted students all day or half a day once a week.

Please complete this form by May 9, 1986, and return it through the school mail to:

David Wilkinson, ORE
Carruth Administration Building

Your response to this survey is greatly appreciated! If you have any questions, please call me at 458-1227. Thank you.

85.61

B

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

SURVEY OF ORGANIZATION OF AIM HIGH CLASSES

Spring, 1986

School: DISTRICT

IT MAY BE PER WEEK

Directions:

1. For the area of instruction indicated, please insert the number of minutes per week that students receive services at each grade level in the type(s) of program(s) you have on your campus. (See definitions below.)

2. If your campus has AIM High classes in more than one area of instruction, additional copies of this form have been enclosed. Please complete a separate chart for each area of instruction.

Area of Instruction: ___ Language Arts ___ Mathematics ✔ Bilingual Gifted

GRADE LEVEL

TYPE OF PROGRAM	1	2	3	4	5	6	TOTAL
Self-Contained Class	150	450					600
Cluster Grouping							
Resource Class							
Team/Grade Level							
Special Day Class							
	TOTAL 150	450					600

MINIMUM IN BASIC BILINGUAL GIFTED

Definitions

Self-Contained Class: Identified G/T students meet with one teacher all day, all week.

Cluster Grouping: Each teacher accommodates the gifted student within the regular classroom.

Resource Class: G/T teachers instruct different groups of identified G/T students all day in designated subject areas.

Team/Grade Level: Designated teachers draw gifted students from other team/grade level teachers during a specific block or period and disperse their own students among classes of other team members.

Special Day Class: Support personnel, e.g., counselors, librarians, etc., teach gifted students all day or half a day once a week.

Please complete this form by May 9, 1986, and return it through the school mail to:

David Wilkinson, ORE
Carruth Administration Building

Your response to this survey is greatly appreciated! If you have any questions, please call me at 458-1227. Thank you.

6/5/86

I.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

MINUTES/WEEK

SURVEY OF ORGANIZATION OF AIM HIGH CLASSES

Spring, 1986

School: DISTRICT TOTAL

Directions:

1. For the area of instruction indicated, please insert the number of minutes per week that students receive services at each grade level in the type(s) of program(s) you have on your campus. (See definitions below.)

2. If your campus has AIM High classes in more than one area of instruction, additional copies of this form have been enclosed. Please complete a separate chart for each area of instruction.

Area of Instruction: ✓ Language Arts ✓ Mathematics ✓ Bilingual Gifted

TYPE OF PROGRAM	GRADE LEVEL 1	2	3	4	5	6	TOTAL
Self-Contained Class	1405	3055	1930	100	250	980	7,720
Cluster Grouping	2470	1220	1100	730	1050	510	7,080
Resource Class	0	0	0	0	0	0	0
Team/Grade Level	12,520	13,695	15,460	14,165	13,835	13,655	83,830
Special Day Class	360	360	360	360	360	360	2,160
TOTAL	16,755	18,330	19,350	15,355	15,495	15,505	100,790

Definitions

Self-Contained Class: Identified G/T students meet with one teacher all day, all week.

Cluster Grouping: Each teacher accommodates the gifted student within the regular classroom.

Resource Class: G/T teachers instruct different groups of identified G/T students all day in designated subject areas.

Team/Grade Level: Designated teachers draw gifted students from other team/grade level teachers during a specific block or period and disperse their own students among classes of other team members.

Special Day Class: Support personnel, e.g., counselors, librarians, etc., teach gifted students all day or half a day once a week.

Please complete this form by May 9, 1986, and return it through the school mail to:

David Wilkinson, ORE
Carruth Administration Building

Your response to this survey is greatly appreciated! If you have any questions, please call me at 458-1227. Thank you.

6/3/86

I. (a.)

MINUTES/WK

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

SURVEY OF ORGANIZATION OF AIM HIGH CLASSES

Spring, 1986

School: DISTRICT TOTAL

Directions:

1. For the area of instruction indicated, please insert the number of minutes per week that students receive services at each grade level in the type(s) of program(s) you have on your campus. (See definitions below.)

2. If your campus has AIM High classes in more than one area of instruction, additional copies of this form have been enclosed. Please complete a separate chart for each area of instruction.

Area of Instruction: ✓ Language Arts ✓ Mathematics ___ Bilingual Gifted

	GRADE LEVEL					
TYPE OF PROGRAM	1	2	3	4	5	6
Self-Contained Class	1255	2605	1930	100	250	980
Cluster Grouping	2470	1220	1100	730	1050	510
Resource Class	0	0	0	0	0	0
Team/Grade Level	12,520	13,695	15,960	14,165	13,835	13,655
Special Day Class	360	360	360	360	360	360
TOTAL	16,605	17,880	19,350	15,355	15,495	15,505

Definitions

Self-Contained Class: Identified G/T students meet with one teacher all day, all week.

Cluster Grouping: Each teacher accommodates the gifted student within the regular classroom.

Resource Class: G/T teachers instruct different groups of identified G/T students all day in designated subject areas.

Team/Grade Level: Designated teachers draw gifted students from other team/grade level teachers during a specific block or period and disperse their own students among classes of other team members.

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I (c.)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

SURVEY OF ORGANIZATION OF AIM HIGH CLASSES

Spring, 1986

(FROM SHEET B for LA)

School: DISTRICT

Directions:

1. For the area of instruction indicated, please insert the number of minutes per week that students receive services at each grade level in the type(s) of program(s) you have on your campus. (See definitions below.)

2. If your campus has AIM High classes in more than one area of instruction, additional copies of this form have been enclosed. Please complete a separate chart for each area of instruction.

Area of Instruction: ✓ Language Arts ___ Mathematics ___ Bilingual Gifted

TYPE OF PROGRAM	GRADE LEVEL 1	2	3	4	5	6	TOTAL
Self-Contained Class	655	2005	1330	100	190	620	4,900
Cluster Grouping	1,995	1145	800	430	750	510	5,630
Resource Class	0	0	0	0	0	0	0
Team/Grade Level	8,815	9,900	11,065	10,250	10,495	10,415	60,940
Special Day Class	360	360	360	360	360	360	2,160
TOTAL	11,825	13,410	13,555	11,140	11,795	11,905	73,630

MIN/WK IN AIM LANGUAGE ARTS

Definitions

Self-Contained Class: Identified G/T students meet with one teacher all day, all week.

Cluster Grouping: Each teacher accommodates the gifted student within the regular classroom.

Resource Class: G/T teachers instruct different groups of identified G/T students all day in designated subject areas.

Team/Grade Level: Designated teachers draw gifted students from other team/grade level teachers during a specific block or period and disperse their own students among classes of other team members.

Special Day Class: Support personnel, e.g., counselors, librarians, etc., teach gifted students all day or half a day once a week.

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David Wilkinson, ORE
Carruth Administration Building

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Attachment B-5
(Continued, page 4 of 6)

6/7.86

V.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

SURVEY OF ORGANIZATION OF AIM HIGH CLASSES

Spring, 1986

SCHOOLS REPRESENTED IN EACH CELL (LA+M+BG)

School: DISTRICT (SUM OF ES ON "A" SHEETS)

Directions:

1. For the area of instruction indicated, please insert the number of minutes per week that students receive services at each grade level in the type(s) of program(s) you have on your campus. (See definitions below.)

2. If your campus has AIM High classes in more than one area of instruction, additional copies of this form have been enclosed. Please complete a separate chart for each area of instruction.

Area of Instruction: ✔ Language Arts ✔ Mathematics ✔ Bilingual Gifted

GRADE LEVEL

TYPE OF PROGRAM	1	2	3	4	5	6
Self-Contained Class	6	8	7	1	3	6
Cluster Grouping	7	6	4	6	7	3
Resource Class	0	0	0	0	0	0
Team/Grade Level	48	47	52	51	46	43
Special Day Class	1	1	1	1	1	1

Definitions

Self-Contained Class: Identified G/T students meet with one teacher all day, all week.

Cluster Grouping: Each teacher accommodates the gifted student within the regular classroom.

Resource Class: G/T teachers instruct different groups of identified G/T students all day in designated subject areas.

Team/Grade Level: Designated teachers draw gifted students from other team/grade level teachers during a specific block or period and disperse their own students among classes of other team members.

Special Day Class: Support personnel, e.g., counselors, librarians, etc., teach gifted students all day or half a day once a week.

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David Wilkinson, ORE
Carruth Administration Building

Your response to this survey is greatly appreciated! If you have any questions, please call me at 458-1227. Thank you.

6/5/86

V(a.)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

SCHOOLS REPRESENTED IN EACH CELL (FROM SHEET A FOR LA)

SURVEY OF ORGANIZATION OF AIM HIGH CLASSES

Spring, 1986

School: DISTRICT

Directions:

1. For the area of instruction indicated, please insert the number of minutes per week that students receive services at each grade level in the type(s) of program(s) you have on your campus. (See definitions below.)

2. If your campus has AIM High classes in more than one area of instruction, additional copies of this form have been enclosed. Please complete a separate chart for each area of instruction.

Area of Instruction: ✓ Language Arts ___ Mathematics ___ Bilingual Gifted

TYPE OF PROGRAM	GRADE LEVEL 1	2	3	4	5	6	TOTAL
Self-Contained Class	3	5	5	1	2	4	20
Cluster Grouping	6	5	3	5	6	3	28
Resource Class	0	0	0	0	0	0	0
Team/Grade Level	34	33	34	34	32	30	197
Special Day Class	1	1	1	1	1	1	6
TOTAL	44	44	43	41	41	38	251

Definitions

Self-Contained Class: Identified G/T students meet with one teacher all day, all week.

Cluster Grouping: Each teacher accommodates the gifted student within the regular classroom.

Resource Class: G/T teachers instruct different groups of identified G/T students all day in designated subject areas.

Team/Grade Level: Designated teachers draw gifted students from other team/grade level teachers during a specific block or period and disperse their own students among classes of other team members.

Special Day Class: Support personnel, e.g., counselors, librarians, etc., teach gifted students all day or half a day once a week.

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David Wilkinson, ORE
Carruth Administration Building

Your response to this survey is greatly appreciated! If you have any questions, please call me at 458-1227. Thank you.

VI.

AUG. # MIN/WK STUDENTS RECEIVE IN EACH TYPE OF PROGRAM

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

SURVEY OF ORGANIZATION OF AIM HIGH CLASSES

Spring, 1986

School: DISTRICT # MIN/WK IN TYPE OF PROGRAM (SHEET I) / # SCHOOLS IN TYPE OF PROGRAM (SHEET II) =

Directions:

1. For the area of instruction indicated, please insert the number of minutes per week that students receive services at each grade level in the type(s) of program(s) you have on your campus. (See definitions below.)

2. If your campus has AIM High classes in more than one area of instruction, additional copies of this form have been enclosed. Please complete a separate chart for each area of instruction.

Area of Instruction: ✓ Language Arts ✓ Mathematics ✓ Bilingual Gifted

	GRADE LEVEL					
TYPE OF PROGRAM	1	2	3	4	5	6
Self-Contained Class	234	382	276	100	83	163
Cluster Grouping	353	203	275	122	150	170
Resource Class	0	0	0	0	0	0
Team/Grade Level	261	291	307	278	301	318
Special Day Class	360	360	360	360	360	360

Definitions

Self-Contained Class: Identified G/T students meet with one teacher all day, all week.

Cluster Grouping: Each teacher accommodates the gifted student within the regular classroom.

Resource Class: G/T teachers instruct different groups of identified G/T students all day in designated subject areas.

Team/Grade Level: Designated teachers draw gifted students from other team/grade level teachers during a specific block or period and disperse their own students among classes of other team members.

Special Day Class: Support personnel, e.g., counselors, librarians, etc., teach gifted students all day or half a day once a week.

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David Wilkinson, ORE
Carruth Administration Building

Your response to this survey is greatly appreciated! If you have any questions, please call me at 458-1227. Thank you.

Gifted and Talented

Appendix C

PROGRAM COORDINATOR INTERVIEW

GIFTED AND TALENTED
PROGRAM COORDINATOR INTERVIEW

Purpose

The Program Coordinator for the Office of Gifted Education (OGE) was interviewed in order to obtain information pertinent to the following decision and evaluation questions from the 1985-86 Gifted Program Evaluation Plan (Pub. No. 85.16).

Decision Question D1: Should components of the District's 1985-86 Gifted Program be expanded, modified, or deleted?

Evaluation Question D1-3: Were OGE's 1985-86 objectives met in the areas of:

a) curriculum development?
b) teacher training?
c) parent involvement?
d) program management?
e) bilingual gifted program?
f) science program?

Evaluation Question D1-5: How were gifted students at the secondary level served this year?

Decision Question D2: Should the District modify the identification process by which gifted students are selected?

Evaluation Question D2-1: What criteria were used for identification of gifted students in the areas of:

a) language arts?
b) mathematics?
c) bilingual gifted?

Evaluation Question D2-2: How satisfactory has the identification process been?

Procedure

The interview questions were drafted by the District Priorities Evaluator and were revised after review by the Assistant Director of Research and Evaluation. The Program Coordinator did not receive the questions in advance; however, she was informed that they would deal with the program goals and objectives furnished by her to the Evaluator at the beginning of the year (Attachment C-1). Attachment C-2 is a list of the questions asked in the interview.

Originally intended for a single occasion, the Gifted and Talented Program Coordinator Interview was conducted in two sessions. The first, on April 28, 1986, took place from 2:00 - 3:45 p.m. The first three questions, one half of the interview, were completed. However, time constraints on both the Program Coordinator and the Evaluator necessitated completing the interview in a second session two days later, on April 30, 1986. The second session lasted from 2:47 - 5:00 p.m. Both interview sessions were held in the office of the Program Coordinator.

The Evaluator conducted the interview by reading the interview questions aloud and recording the responses in note form under each of the questions. The Evaluator asked follow-up questions whenever necessary in order to clarify the Coordinator's answers and to elicit the fullest response possible. At the conclusion of the interview, the Evaluator repeated the questions and the Coordinator's responses to them in order to insure the accuracy of the notes and to provide an opportunity for the Coordinator to amplify her responses.

Results

A typewritten transcription of the notes made by the Evaluator during the two interview sessions follows. The Program Coordinator's responses are presented in bold type. See also pages 25-26 and 33 of Capital Projects, 1985-86: Teach & Reach, Gifted & Talented, BEST (ORE Publication No. 85.63).

GIFTED AND TALENTED PROGRAM COORDINATOR INTERVIEW

Following are the questions asked and the answers received during the two interview sessions, based on the Evaluator's notes. The Program Coordinator's responses are represented in bold type.

1. In each of the following areas, please indicate which of OGE's 1985-86 objectives were met, and relate the evidence you have bearing on the attainment or nonattainment of each objective.

Objective Met	Objective Not Met
A	B

Curriculum development

Language Arts

By September, teachers will receive correlations of Essential Elements and the Language Arts units. B

They were received about October. The correlations took the form of booklets, one per grade level for grades K-6, entitled Correlation of Essential Elements With AIM High Units.

By November, one new Language Arts unit per grade will be ready for distribution. B

Locally producing these units was not a feasible direction to go in. OGE began to explore a commercially produced program, a Language Arts program based on a textbook, called the RISE series. The series is published by Open Court for high ability students in Language Arts.

A new unit for kindergarten, "Bear Essentials," was produced by November.

By April, revisions, corrections, and additions to Language Arts units will be ready for duplication. B

They were not completed. The units are in different stages of completion. OGE hopes to have them finished by the end of the year.

Mathematics

By October 1, the first pilot unit will be in the hands of mathematics teachers. A

One unit per grade level was delivered by October 1. For example, at grade 3, Unit #1 was Graphing and Measurement.

By January 22, the second set of units or materials will be in the schools. B

In January, schools began to pilot the Open Court real mathematics program in 12 classes, two per grade level. Rather than locally producing mathematics units, OGE is exploring a commercial program. It looks like an "overwhelming" success. Teachers don't have the expertise to produce a steady stream of units.

By September 15, a form for data collection will be developed. A

The form has been developed and has been modified by the new mathematics specialist.

By May 15, a report based on collected data will be duplicated. -

OGE has all the data. The report will probably be produced by the end of May. OGE wants to know how it works before investing in it. Everything in Marilyn Burns' training is in the program. A mathematics unit produced by AISD is not the way to go. OGE is leaning toward a commercial program because of the lack of time for teachers to develop materials at a high level of quality.

Teacher Training

Language Arts

By September, OGE will develop a more appropriate workshop evaluation. A

The form was developed, but the Office of Staff Development wouldn't let us use it. The previous evaluation form was already set up for computer scoring. We couldn't ask the teachers to fill out two forms.

At least one week before each session, arrangements will be complete. A

Completing arrangements before each staff development session became habit and was done at least a week in advance.

Mathematics

By September 15, a tentative plan for at least three teacher training sessions will be developed. A

A plan was developed and later modified. The three teacher training sessions planned were:

1) Mathematics orientation. An hour and 15-minute session was held to explain the mathematics pilot to 180 teachers.

2) Marilyn Burns or associate. OGE had planned to have her give a staff development. However, the District already had her scheduled. The attempt was made to have AIM High teachers attend the district activity.

3) December workshop. A workshop planned for December was postponed until January because of the departure of the mathematics specialist. Since that time, there has been a workshop with Harcourt Brace representatives talking about enrichment activities which can be carried out from textbooks.

The new mathematics specialist held six meetings, clustered by geographical area, to talk about the mathematics pilot and instructional strategies. An attempt will be made to have one more big staff development before the end of school.

Also in January, one full day of training was given to 12 pilot teachers by representatives from Open Court.

Parent involvement

- By October, OGE and the Parent Advisory Council will have a system for notifying parents of meetings, etc. A

A "bucket brigade" kind of system was developed to get announcements out. OGE plans to get information into the newspaper if the paper will accept announcements (the paper has its own procedures about what it will print without charging). A Parent Advisor at each campus is responsible for getting announcements into the campus newsletter. The parent advisors were selected from nominations by the principals. However, nominations were made by only about one half of the schools. Each meeting is advertised on Cable Channel 8.

By November, Parent Activity Packets will be developed for kindergarten and primary units. B

It was more than we could do. We did develop a brochure to be sent home to parents of students in grades 4-6 about what it meant to be in AIM High. The brochure stresses that it is not an elitist program, but rather an opportunity for students to grow in an area of special ability. The brochure is addressed to the affective needs of parents and children.

By October 15, OGE will be adopted by some company in the Adopt-a-School Program. B

OGE was not adopted by October, but in the spring it was adopted by MCC, Espy-Houston, and Prudential Bache Securities.

Program management

By November, OGE will be able to list the names of all teachers in all programs. A

A memo was sent to principals who confirmed the names of the teachers.

By February, OGE will be able to list names of all students in all programs. B

This was accomplished by March. Some first-grade testing (i.e., the completion of the identification matrices) was not completed in time for February. The great majority of names were in by February.

Bilingual gifted program

By October 1, at least three language arts units will be ready. B

By October, alternative materials had been identified: SCAMPER and problem-solving books. A four-strand curriculum was outlined (by the Program Coordinator) which uses two books at every grade level, and additional books depending on the grade level. OGE gave two books it had on hand to the schools in February; replacement books have been ordered.

(According to the Program Coordinator, there have been some difficulties in getting the bilingual gifted program underway. Initial decisions by the Bilingual Gifted Task Force in May, 1984 on a curriculum parallel to that of the AIM High Language Arts program did not meet with approval from all quarters, and development of the program lagged through the 1984-85 school year. The curriculum evolved eventually into the tentative shape it presently has.)

By September 9, Bilingual pilot schools will be selected. B

By December, 1985, four pilot schools--Barrington, Houston, Metz, and Sanchez--were selected.

(Selection of the schools was apparently delayed until after the school year began so that the identification of LEP students could take place, and until an interest in the program on the part of those schools with the greater concentrations of LEP students was manifested.)

By September 20, students will be identified for the program. B

It was deemed more feasible to begin the program at midterm.

(The program began serving students in February, 1986. High-ability monolingual students, selected entirely through teacher identification, were grouped for instruction.)

Science program [Objectives not formulated in fall.]

[The Program Coordinator was asked to state the objectives and to indicate attainment or nonattainment of them.]

Goal: To develop an outline for piloting the science program.

Objective: To develop ways to deliver a gifted science program to a variety of school environments. A

A proposal for the delivery of services to pilot schools was developed (by the Program Coordinator and the science teacher).

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Objective: To formulate a way to identify children based on performance and interest rather than test scores. A

An identification procedure based mainly on the child's performance rather than on test scores was developed (by the same individuals).

Objective: Outline the type of curriculum. A

Zilker Elementary science classes were used to "prepilot" what will be piloted next year. Ten pilot schools have been identified (22 applied). The program is ready to go as soon as local funds are available.

Another goal: Obtain input from the local science community.

Objective: To develop ways to get community and teacher input. A

This was done. An advisory meeting held in February was attended by people from The University of Texas at Austin, Southwest Texas State, and local companies. Another advisory meeting was held for teachers interested in teaching science. Response sheets were obtained from both groups on the content of the curriculum and on the processes of teaching science.

2. Are there any other objectives which we have not discussed? If so, please state them, indicate whether they have been met, and relate the evidence you have bearing on their attainment or nonattainment.

An objective not previously discussed was in the area of teacher training in language arts:

To explore a variety of ways to present language arts staff development. A

OGE has brought in three outside, national consultants in 1985-86, but it is difficult to get teachers to come on a time equivalency day.

3. How were gifted students at the secondary level served this year?

Secondary students were served through the Science Futures Symposium. The symposium was all day on April 19. It is the third one we have had. At the symposium the best research was presented to the top students. Thirteen students from each high school were invited, four from each junior high. About 200 students attended. In conjunction with the symposium, a competition on genetic engineering was held.

4. What criteria were used for identification of gifted students in the areas of:

   language arts?

[The Program Coordinator furnished two sheets, one for grade 1 and another for grades 2-6, which provide the criteria for the identification of gifted students at these grades.]

[The Evaluator asked about kindergarten.]

There are no kindergarten students in AIM High. OGE is applying for developmental funds in order to serve them. All interested kindergarten teachers have been provided with a language arts unit to use. There is no formal identification process at kindergarten, just an "alert." Grade 1 students are identified at midterm.

mathematics?

[The Program Coordinator furnished a sheet, the same for all grade levels, which provides the criteria for the identification of gifted students in mathematics.]

bilingual gifted?

The criteria were decided on April 29, 1986. [The day before the second half of the interview] **It will be a three-phase process not involving parent nomination.**

1. **Teacher nomination**
   a. **Renzulli-Hartman Checklist of Learning Characteristics**
   b. **Checklist on specific behaviors: Scale for Rating Behavioral Characteristics of Bilingual Children**

2. **Student performance on one of three standardized tests (to be determined)**
   a. **Raven Progressive Matrices Test**
   b. **Developing Cognitive Abilities Test (DCAT)**
   c. **Cartoon Conservation Test**

3. **Skills tests**
   a. **Reading test (to be determined)**
   b. **Writing sample**

A very small pilot comparing five students will be conducted to aid in the selection of the test of student performance.

5. How satisfactory has the identification process been in:

language arts?

There have been very few complaints about the process for identifying students for service in AIM High Language Arts. Consequently, the OGE staff has not felt the need to modify the process. By way of some sort of validation, the staff did an informal survey asking teachers if their own choices of students to be served by the program would have differed from those students who were identified by the formal process. According to the Coordinator, there was very little difference. Therefore, there does not seem to be a need to change the process.

mathematics?

The AIM High Mathematics Program was piloted this year (1985-86). The OGE staff wants to study the possibility of changing from the DCAT to the Raven Progressive Matrices Test. The Raven is a nonverbal test. So is the DCAT at grades 1-2, but it is a verbal test above grade 2. The OGE Mathematics Specialist will investigate the possible changeover. Two criteria may have to be revised, and one has already changed:

1. The number of subtests on which a student must score at the 90th percentile or above; and,

2. The test used.

The student interest survey has already been changed; it was lengthened to make it more specific and the content has been restructured. Further changes are still in progress.

bilingual gifted?

The identification process intially developed was not implemented in 1985-86. It will be implemented in the coming school year. For this year, teacher nomination as the sole criterion has not been a problem. In fact, given the small size of the program, a more elaborate process may not be needed.

6. Is there any other information you would like to share with me about the program's objectives, the identification processes you use, or any other important aspect of the program?

There is a growing concern in OGE in working with principals to have consistent standards. What is needed is a good long-range plan for delivering services to gifted students while leaving flexibility, adaptability to a particular campus. The problem is that teachers must be trained and the cooperation of the principal must be enlisted to build the program. Teachers are not required to come to gifted/talented staff development. It is therefore difficult to provide the depth of training desired.

OGE wanted to keep the identification process flexible in order to meet the needs of the AIM High program as it grows.

OGE has a primary responsibility to help each school to differentiate curriculum and instruction for high-ability students. Chapter 75 says we must differentiate curriculum and instruction for all special populations including gifted and talented. It is hoped that OGE will be perceived as a resource to do so since differentiation is state-mandated.

The focus of OGE's objectives in 1986-87 is giving more in-depth training to teachers and specifying more performance outcomes for students. OGE is developing a document which identifies what the program looks like at each grade level and what children need to be able to do.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Elementary Education

Office of Gifted Education

Overview of Goals for 1985-1986

I. AREA: Program Management

A. Goal 1: To collect specific and accurate information about teachers, students, and programs.

Objective A: By November, OGE will be able to list the names of all teachers in all programs.

Objective B: By February, OGE will be able to list names of all students in all programs.

B. Goal 2: To develop a plan for systematic program evaluation, formative and summative.

(Objectives to be developed.)

II. AREA: Parent/Community Involvement

A. Goal 3: To improve communication among parents, schools, OGE.

Objective A: By October, OGE and the Parent Advisory Council will have a system for notifying parents of meetings, etc.

Objective B: By November, Parent Activity Packets will be developed for kindergarten and primary units.

B. Goal 4: To get the Office of Gifted Education adopted.

Objective A: By October 15, OGE will be adopted by some company in the Adopt-a-School Program.

III. AREA: Language Arts Curriculum

A. Goal 5: To update and add to the present curriculum.

Objective A: By September, teachers will receive correlations of Essential Elements and the Language Arts units.

Objective B: By November, one new Language Arts unit per grade will be ready for distribution.

Objective C: By April, revisions, corrections, and additions to Language Arts units will be ready for duplication.

IV. AREA: Language Arts Teacher Training

A. Goal 6: To implement the year's teacher training plan.

Objective A: By September, OGE will develop a more appropriate workshop evaluation.

Objective B: At least one week before each session, arrangements will be complete.

V. AREA: Math Curriculum

A. Goal 7: To complete at least two pilot units per grade level.

Objective A: By October 1, the first pilot unit will be in the hands of math teachers.

Objective B: By January 22, the second set of units or materials will be in the schools.

B. Goal 8: To monitor and collect specific data on pilot math.

Objective A: By September 15, a form for data collection will be developed.

Objective B: By May 15, a report based on collected data will be duplicated.

VI. AREA: Math Teacher Training

A. Goal 9: To provide basic training for math teachers.

Objective A: By September 15, a tentative plan for at least three teacher training sessions will be developed.

VII. AREA: Bilingual Gifted Program

A. Goal 10: To implement the pilot program in at least three schools.

Objective A: By October 1, at least three language arts units will be ready.

Objective B: By September 9, Bilungual pilot schools will be selected.

Objective C: By September 20, students will be identified for the program.

VIII. AREA: Science Program

A. Goal 11: To develop a proposal for a districtwide science program. (Objectives to be set by Marilyn and science group.)

Office of Gifted Education

Special Area Assignments - 1985-1986

Area: Program Management

Goal 1: Tom, Sandy, Kay, Soraya

Goal 2: Kay, Donna T., Marilyn

Area: Parent/Community Involvement

Goal 3: Sandy, Jane, Soraya

Goal 4: Donna T., Kathy

Area: Language Arts Curriculum

Goal 5: Kay, Donna T., Kathy, Jane, Donna V.

Area: Language Arts Teacher Training

Goal 6: Jane, Donna T., Kathy, Kay, Donna V.

Area: Math Curriculum

Goal 7: Tom, Kathy, Marilyn

Goal 8: Tom, Kay, Donna T., Jane, Kathy, Sandy

Area: Math Teacher Training

Goal 9: Donna T., Kathy, Marilyn

Area: Bilingual Gifted Program

Goal 10: Bobbie, Kay, Donna T., Jane

Area: Science Program

Goal 11: Marilyn, Kay, Kathy, Donna T., Jane

These assignments are in addition to those ongoing from last year and individuals' work with their assigned schools.

Bobbie will work with all groups.

**Tentative Staff Development Plan
for AIM High Language Arts Teachers
1985-86**

August 27 - (We're still trying to negotiate this one.)
11 - Lang. Arts Sept. 18 - Math.

September - "Sharing Food for Thought and Body"
Potluck suppers in geographic clusters around town. Teachers at each grade level who have been especially successful this past year will facilitate sharing sessions.

October 2 - "Problem Solving and the Future Problem Solving Program"
Primary and Intermediate sessions presented after school by the Future Problem Solving staff.

October 18 - Time Equivalency Day - "Beyond the Basal with Language Arts for the Gifted" - Engine-Uity Consultant Pat Leadbeater - Phoenix, Arizona.

November - Several after-school sessions presented by staff of Office of Gifted Education.

January 24 - Time Equivalency Day - "Literature in the Gifted Language Arts Program" - Dr. Nancy Polette, nationally known consultant on children's literature, Lindenwood College, Mo. This will be a joint session with librarians.

February 4 and 5 - "The Differentiated Curriculum" - Dr. Sandra Kaplan, National Leadership Training Institute, Ventura, California (Sandy will present two evening sessions for us since she will already be here for the TEA Conference. We probably need to offer teacher stipends for these sessions.)

March - After-school sessions from Gifted Office staff.

The Gifted Office Staff will concentrate on more local campus staff staff development this year. We are preparing a brochure of offerings for principals.

Office of Gifted Education Planning Calendar - 1985-1986

SEPTEMBER	OCTOBER	NOVEMBER
1: New workshop evaluation form 9: Bilingual Pilot Schools selected 15: Plan for math training sessions 15: Math data collection form ready 20: Bilingual students identified ?: Potluck suppers for teachers (to be scheduled)	1: Three Bilingual Language Arts units ready 1: First math units out 2: Future Problem Solving work- 15: OGE adopted 15: OGE/PAC system for notifying parents 18: Pat Leadbeater Workshop 9: General Parents' Meeting	1: Six new Language Arts units due 1: List of all AIM High teachers due 5: Parent Activity Packets due for Kindergarten and Primary units 20: General Parents' Meeting
DECEMBER	**JANUARY**	**FEBRUARY**
	22: Second math units out 24: Nancy Polette workshop 15: General Parents' Meeting	1: List of all AIM High students due 4-5: Sandra Kaplan workshop 26: General Parents' Meeting
MARCH	**APRIL**	**MAY**
	15: Revisions to Language Arts units due 9: Resource Fair	15: Math pilot report due ?: Science program proposal ready 28: General Parents' Meeting

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

Gifted and Talented
Interview Questions for the Program Coordinator

Spring, 1986

Date of Interview _____ Interviewer _____

1. In each of the following areas, please indicate which of OGE's 1985-86 objectives were met, and relate the evidence you have bearing on the attainment or nonattainment of each objective.

Objective Met A	Objective Not Met B

Curriculum development

Language Arts

By September, teachers will receive correlations of Essential Elements and the Language Arts units. _____

By November, one new Language Arts unit per grade will be ready for distribution. _____

By April, revisions, corrections, and additions to Language Arts units will be ready for duplication. _____

Mathematics

By October 1, the first pilot unit will be in the hands of math teachers. _____

By January 22, the second set of units or materials will be in the schools. _____

By September 15, a form for data collection will be developed. _____

By May 15, a report based on collected data will be duplicated. _____

Teacher training

Language Arts

By September, OGE will develop a more appropriate workshop evaluation. _____

Drafted 4-24-86, Revised 4/25/86
gtsupvr

At least one week before each session, arrangements will be complete. _____

Mathematics

By September 15, a tentative plan for at least three teacher training sessions will be developed. _____

Parent involvement

By October, OGE and the Parent Advisory Council will have a system for notifying parents of meetings, etc. _____

By November, Parent Activity Packets will be developed for kindergarten and primary units. _____

By October 15, OGE will be adopted by some company in the Adopt-a-School Program. _____

Program management

By November, OGE will be able to list the names of all teachers in all programs. _____

By February, OGE will be able to list names of all students in all programs. _____

Bilingual gifted program

By October 1, at least three language arts units will be ready. _____

By September 9, Bilingual pilot schools will be selected. _____

By September 20, students will be identified for the program. _____

Science program [Objectives not formulated in fall.]

2. Are there any other objectives which we have not discussed? If so, please state them, indicate whether they have been met, and relate the evidence you have bearing on their attainment or nonattainment.

3. How were gifted students at the secondary level served this year?

4. What criteria were used for identification of gifted students in the areas of:

   language arts?

   mathematics?

   bilingual gifted?

5. How satisfactory has the identification process been in:

   language arts?

   mathematics?

   bilingual gifted?

6. Is there any other information you would like to share with me about the program's objectives, the identification processes you use, or any other important aspect of the program?

Gifted and Talented

Appendix D

PROGRAM RECORDS

GIFTED AND TALENTED PROGRAM RECORDS

Purpose

Program records served to help inform the evaluation regarding the following decision and evaluation questions from the 1985-86 Gifted and Talented Evaluation Plan (Publication No. 85.16).

Decision Question D1: Should components of the District's 1985-86 Gifted and Talented Program be modified or deleted?

Evaluation Question D1-4: Were OGE's 1985-86 objectives met in the areas of:

a) curriculum development?
b) teacher training?
c) parent involvement?
d) program management?
e) bilingual gifted program?
f) science program?

Evaluation Question D1-5: How much did the Gifted and Talented Program cost per student contact hour?

Decision Question D2: Should the District modify the identification process by which gifted and talented students are selected?

Evaluation Question D2-1: What criteria were used for identification of gifted and talented students in the areas of:

a) language arts?
b) mathematics?
c) bilingual gifted?

Procedure

Through the course of the 1985-86 school year, the Evaluator communicated with OGE both formally and informally about the progress of the AIM High program. The OGE staff most frequently contacted for information were the Project Coordinator, the teacher/planner delegated by OGE as the evaluation interface person, and the OGE secretary. Areas about which information was most frequently exchanged were:

- The TEA report,
- Funding and cost of the program,
- The identification process, and
- The number of AIM High teachers and students.

Information was also provided by OGE about:

- Staff development,
- Parent involvement,
- The Bilingual AIM High Program, and
- The pilot Science Program.

This information took the form of newsletters, brochures, draft forms, and other program materials.

Results

The entire body of program information about AIM High obtained by ORE in 1985-86 is stored in ORE's project files for 1985-86. Selected documents of importance are reproduced here. Attachment D-1 contains the identification matrices used by AIM High for language arts, grade 1; language arts, grades 2-6; and mathematics. Attachment D-2 is a list of the AIM High mathematics teachers in 1985-86 obtained from OGE during the week of June 23, 1986. This list establishes that as of the end of the school year, 32 schools were participating in the AIM High Mathematics Program. Attachment D-3 is a list of the AIM High language arts teachers for 1985-86. Attachment D-4 shows the two teachers of the pilot Bilingual Language Arts Program at the one school which admitted to having a program.

Attachment D-5 shows the cost calculations for the Gifted and Talented Program for 1985-86. Originally, calculations were performed on June 24, 1986. They were revised on July 9, 1986. The calculation of FTE teachers for the TEA evaluation referenced in Attachment D-5 is Attachment D-6. The calculation of FTE teachers provided the number of contact hours per day figures used in the cost calculations.

85.61

~~ Grade One ~~

AIM High Language Arts Identification Matrix

Austin Independent School District - Office of Gifted Education

Student _____ Grade _____ Date _____ (Month/Year)

School _____ Teacher _____

Note: Use this form for a student who scored at or above the **80th percentile** on the I.T.B.S. Language **and** Listening **or** is a "Loophole" candidate. For details about this process, refer to the **AIM High Program Manual.**

---INSTRUCTIONS---

1. **I.T.B.S.** - Enter the percentile score from the latest Language subtest in the associated box. Enter appropriate matrix points (0-2) in the "MATRIX POINTS" column. Do the same for the Listening subtest. For missing or alternate scores, refer to the AIM High Program Manual.
2. **Behavior Rating (Renzulli)** - Enter the total "Learning" rating in the associated box. Enter the appropriate points (0-3) in the "MATRIX POINTS" column. Do the same for "Communication" and "Motivation".
3. **Writing Sample** - Enter total points in the associated box. Enter points in the "MATRIX POINTS" column.
4. **Reading Test** - Enter total points in the associated box. Enter points in the "MATRIX POINTS" column.
5. **D.C.A.T.** - Enter the "Verbal" percentile score in the associated box. Enter appropriate points (0-4) in the "MATRIX POINTS" column.

▨ **TOTAL MATRIX POINTS** - Add the "MATRIX POINTS" column and enter total in the "Total Matrix Points" box.

✓ **Select YES** or **NO** for program recommendation. Place the white copy in the cumulative folder and return yellow copy to the Office of Gifted Education.

Criteria	0	1	2	3	4	← MATRIX POINTS ↓
1 Achievement Test (I.T.B.S.)	1-79 %ILE	80-89 %ILE	90-99 %ILE			
Word Analysis or Language Percentile →						
Reading or Listening Percentile →						
2 Behavior Rating (Renzulli)	0-12	13-20	21-28	29-44		
Learning →						
Communication →						
Motivation →						
Writing and Reading	0	1-2	3-4	5-6	7-8	
3 Writing Sample →						
4 Reading Test →						
5 Developing Cognitive Abilities Test (D.C.A.T. - Scott Foresman)	1-59 %ILE	60-69 %ILE	70-79 %ILE	80-89 %ILE	90-99 %ILE	
Verbal Percentile →						
	Total Matrix Points →					

Is student recommended for AIM High Language Arts program? ☐ YES ☐ NO

White copy for cumulative folder - Return yellow copy to the Office of Gifted Education.

ID# _____

~~ Grades 2-6 ~~

AIM High Language Arts Identification Matrix

Austin Independent School District - Office of Gifted Education

Student _____ **Grade** _____ **Date** _____ (Month/Year)

School _____ **Teacher** _____

Note: Use this form for a student who scored at or above the **85th percentile** on the I.T.B.S. Reading **and** Language **or** is a "Loophole" candidate. For details about this process, refer to the **AIM High Program Manual.**

- - - INSTRUCTIONS - - -

1. **I.T.B.S.** – Enter the percentile score from the latest Reading subtest in the associated box. Enter appropriate matrix points (0-4) in the "MATRIX POINTS" column. Do the same for the Language subtest. For missing or alternate scores, refer to the AIM High Program Manual.
2. **Behavior Rating (Renzulli)** – Enter the total "Learning" rating in the associated box. Enter the appropriate points (0-4) in the "MATRIX POINTS" column. Do the same for "Communication".
3. **Interest Survey** – Enter total points in the associated box. Enter points (0-2) in the "MATRIX POINTS" column.
4. **D.C.A.T.** – Enter the "Verbal" percentile score in the associated box. Enter appropriate points (0-4) in the "MATRIX POINTS" column.
5. **Writing Sample** – Enter total points in the associated box. Enter points (0-4) in the "MATRIX POINTS" column.

▨ **TOTAL MATRIX POINTS** – Add the "MATRIX POINTS" column and enter total in the "Total Matrix Points" box.

✓ **Select YES or NO** for program recommendation. When complete, place the white copy in the cumulative folder and return the pink and yellow copies to the Office of Gifted Education.

Criteria	0	1	2	3	4	← MATRIX POINTS ↓
1 Achievement Test (I.T.B.S.)	1-84 %ILE	85-88 %ILE	89-92 %ILE	93-96 %ILE	97-99 %ILE	
Reading Percentile →						
Language Percentile →						
2 Behavior Rating (Renzulli)	0-12	13-17	18-22	23-27	28-32	
Learning →						
	0-10	11-20	21-29	30-37	38-44	
Communication →						
3 Student Interest Survey	0-14	15-22	23-30			
Total Interest Survey points →						
4 Developing Cognitive Abilities Test (D.C.A.T. - Scott Foresman)	1-79 %ILE	80-85 %ILE	86-90 %ILE	91-95 %ILE	96-99 %ILE	
Verbal Percentile →						
5 Student Writing Sample	0	1	2	3	4	
Writing Sample points →						
				Total Matrix Points →		

Is student recommended for the AIM High program? ☐ YES ☐ NO

White copy for cumulative folder - Return yellow copy to the Office of Gifted Education.

ID# _____

AIM High Mathematics Identification Matrix

Austin Independent School District - Office of Gifted Education

Student _____ Grade ____ Date (Month ____ Year ____)

School _____ Teacher(s) _____

Note: Use this form for a student who scored at or above the 90th **percentile** on the I.T.B.S. Math Concepts **or** Math Problems **or** Math Computations subtest **or** is a "Loophole" candidate. For details about this process, refer to the **AIM High Program Manual**.

---INSTRUCTIONS---

1 **I.T.B.S.** – Enter the percentile score from the latest Math Concepts subtest in the associated box. Enter appropriate matrix points (0-4) in the "MATRIX POINTS" column. Do the same for the Math Problems and the Math Computations subtests. If I.T.B.S. scores are missing or non-I.T.B.S. scores are used, check the manual.

2 **Behavior Checklist** – Enter the total checklist points in the associated box. Enter appropriate matrix points in the "MATRIX POINTS" column.

3 **Interest Survey** – Enter the total survey points in the associated box. Enter points in "MATRIX POINTS" column.

4 **Student Performance History** – Using available report cards, test results and other evaluation instruments, give the student an overall past performance rating for mathematics. Check the associated box and enter appropriate points in the "MATRIX POINTS" column.

5 **D.C.A.T.** – Enter the Quantitative subtest percentile score in the associated box. Enter appropriate matrix points in the "MATRIX POINTS" column. Do the same for the Spatial subtest.

▨ **TOTAL MATRIX POINTS** – Add the "MATRIX POINTS" column and enter total in the "Total Matrix Points" box.

✓ **Program Recommendation** – Check the appropriate YES or NO box for this student. Send yellow copies to OGE.

Criteria	0	1	2	3	4	← MATRIX POINTS ↓
1 Achievement Test (I.T.B.S.)	1-59 %ILE	60-69 %ILE	70-79 %ILE	80-89 %ILE	90-99 %ILE	
Math Concepts Percentile →						
Math Problems Percentile →						
Math Computations Percentile →						
2 Behavior Checklist	0-10	11-15	16-20	21-25	26-30	
Enter total survey points →						
3 Interest Survey	0-7	8-12	13-16			
Enter total survey points →						
4 Student Performance History		Poor	Average	Good	Superior	
Check one box →						
5 Developing Cognitive Abilities Test (D.C.A.T. - Scott Foresman)	1-59 %ILE	60-69 %ILE	70-79 %ILE	80-89 %ILE	90-99 %ILE	
Quantitative Percentile →						
Spatial Percentile →						
			Total Matrix Points →			

White copy is for the cumulative folder.
Yellow copy is to be returned to the **Office of Gifted Education**

Is student recommended for the AIM High Mathematics program? ☐YES ☐NO

AIM High Math Teachers - 1985-86

Allan
Judy Chomicky (1)
Maria Gomez (2)
Dorothy Thompson (3)

Andrews
Jean Hanson (4)

Barton Hills
Karla Black (1)
Julie Whitten (2)
Dorothy Herrington (3)

Blackshear
Jenny Malone (6)

Brooke
Robbie Overton (4)
Winifred Wood (5)
Bruce Cain (6)

Bryker Woods
Barbara Grant (1)
Carolyn Wiginton (1)
Barbara Haverstick (2)
Laura Powell (3)

Casis
Martha Olvera (1)
Nancy Davis (2)
Doris Ploeger (3)

Cook
Linda Coe (4)
Linda Hubbard (4)
Juan Medrano (5)
Mindy Long (6)

Graham
Angie Roberts (5)

Gullett
Maureen Cooley (4)
Ellen Carlisle (5)
Sharon Ely (6)

Harris
Donna Lumpkins (2)
Bryan Lewallen (3)
Marjorie Hill (4)

Highland Park
Jean Hilsberg (1)
Evelyn Kompier (2)
Merlinda Rodriguez (3)

Hill
Edna Armendariz (1)
David Sanders (2)
Jane Connell (3)
Marcia Lind (4)

Houston
Cynthia Hipp (1)
Ninfa Seloff (1)
Rita Espinoza (2)
Jane Mullen (2)
Diana Medina (3)
Susan Wolter (3)
Noemi Magallanes (4)
Mary Bertrand (5)
Lorraine Caldwell (6)
Patricia Pereda (6)

Joslin
Debbie Sansom (3)

Langford
Wayne Gable (1)
Steve Banks (2)
Terri Courtney (3)
Nancy Shank (4)
Trixie Hall (5)
Cynthia Luker (6)

Mathews
Ann Lilie (1)
Margaret Thornton (2)
Sheryl Van Hoose (3)
Julie Primmer (4)
Daniel Garcia (5)
Mickie Valentine (5)
Joann Ibsen (6)

Menchaca
Nancy Guthery (1)
Veronica Morales (2)
Kris Staton (3)
Sharon Biebas (4)
Mary Kathryan Hudnall (5)
Norma Tijerina (6)

Metz
Maria Sanchez (1)
Bonnie Cross (2)
Lupe Ramas (2)
Sheila Guzman (3)
Mo McCasland (3)

Oak Hill
Sandy Burnside (3)
Harold Dodd (4)
Bobbie Rider (5)
Judy Lemoine (6)

Oak Springs
Lori Rust (1)

Odom
Marcy Pfluger (4)
Sue Ann Braddock (5)

Patton
Diane Gustafson (1)
Ann Beardsley (2)
Joycelyn Planta Barnard (3)
Margaret Clendenin (4)
Cindy Taylor (5)
Valenta Brown (6)

Pease
Olyvia Green (3)
La Rue Gerulis (5)

Pleasant Hill
Janet Carey (1)
Linda McCulloch (2)
Diane McMahan (3)
Kay Hall (4)
Mark Benthall (5)
Carol Pierson (6)

Reilly
Beth Black (1)
Nellie Glover (4)
Cheryl Bibbs (5)
Janette Prukop (5)
Linda Burns (6)

Sims
Marianne Perez (3)

Summitt
Deborah Helton (1)
Norma Saenz (2)
Barbara Schwanke (2)
Barbara Calhoun (3)

Sunset Valley
Sharon Peltzman (1)

Webb
Judy Street (4)
Christina Gibbs (5)
Jose Antu (6)

Zavala
Joyce Kingston (4)
Marie Thompson (4)
Cheryl Gibson (5)
Carol Swiatek (6)

Zilker
Delores Sepulveda (1)
Karen Boardman (2)
Bertha Hernandez (3)
Raul Solis (4)
Belinda Vera (5)
Gloria Rundell (6)

AIM High Language Arts Teachers 1985-86

Allan
Martha Althaus (1)
Maria Gomez (2)
Laura Kay (2)
Lynn Engert (3)

Andrews
Jean Allen (1)
Dora Glover (2)
Carol Gresser (3)
Cheryl Hext (4)

Barrington
Betty Jane Faust (4)
Nina Valdespino (4)
Kathy Chappell (5)
Roslyn Martin (6)

Barton Hills
Irma Canales (1)
Sarah Anderson (2)
Chris Carson (3)

Becker
Janet Miller (1)
Marylou Boatright (2)
Kay Perkins (2)
Angelina Garcia (3)
Marty Leach (3)
Ingrid Clark (4)
Gloria Ross (5)
Lynn Spaulding (6)

Blackshear
Doris McKinley (4)
Mary Linoski (5)
Georgia Chryar (6)
Jenny Malone (6)

Blanton
Sue Shoopman (5,6)

Brentwood
Carolyn Moore (1)
Norma Cardenas (2)
Charlene Zimmermann (3)
Nell Pace (4)
Nancy Dishaw (5/6)

Brooke
Marcy Rose (4)
Mary Lou Firey (5)
Chris Boyd (6)

Brown
Linda Anderson (1)
Carol Devser (1)
Phyllis Fredley (1)
Carol Pearson (2)
Trish Hatch (3)
Joanne Wilson (4)
Jeanne Black (5)
Peggy McArthur (6)

Bryker Woods
Barbara Grant (1)
Bernice Mays (1)
Anne Davis (2)
Carolyn Wiginton (1)
Olga Hall (2)
Barbara Haverstick (2)
Monna Kiger (3)
Sharron Standley (3)

Campbell
Julie Smith (4)
Cathy Burditt (5)
Jan Brown Mitchell (6)

Casis
Theresa McLain (1)
Jean Peel (1)
Nancy Davis (2)
Kathryn Ledbetter (2)
Nora Garcia (3)
Doris Ploeger (3)

Cook
Sharon Wells (4)
Elizabeth Finkle (5)
Lana Tarlton (6)

Cunningham
Mary Pruett (K)
Caroline Fairlee (4)
Joan Hickman (5)
Laurie Cadwell (6)

Dawson
Ann Scott (1)
Cheryl Clark (2)
Norma Dunmore (3,4)
Georgia Raven (5,6)

Doss
Floy O'Neal (1)
Helen Toungate (2)
Rosemary Hamilton (3)
Frances Bard (4)
Cindy Marks (5)
Ann McWherter (6)

Govalle
Cornelia Arhelger (K)
Lucy Newman (1)
LaNell Coltharp (2)
Sue Hildebrant (3)
Barbara Sheriff (3)

Graham
Lonna Sanderson (4)
Shirley Miles (5)
Ron Ramm (6)

Gullett
Thelma Madison (4)
Linda Camden (5)
Annie Evans (6)

Harris
Cynthia Dicks (K)
Mary Smallwood (1)
Mary Sue Passmore (1)
Elaine Matthys (2)
Janet Bohmann (3)
Vivien Richards (4)

Highland Park
Evelyn Powers (1)
Renee Biermann (2)
Janet Sawyer (2)
Mickey Walden (3)
Jacquelyn Pratt (3)

Hill
Anne Clark (1)
Susan Guenthner (2)
Norma Fearon (3)
Wenda Dyer (4)

Houston
Laura Hamilton (1)
Beverly McIntyre (1)
Mary Anne Clark (2)
Susan Crone (2)
Betty Hobart (3)
Christine Jones (3)
Joan Marshall (4)
Marsha Treadway (4)
Kathy Gabbart (5)
Annette Johnson (6)

Joslin
Evelyn Janish (K)
Elizabeth Misenheimer (1)
Sandy Simmons (2)
Terry Lord (3)
Nelda Horton (4)
Ladonna Peebles (5)
Lena Prokop (6)

Langford
Wayne Gable (1)
Deborah Husak (2)
Melanie Graham (3)
Nancy Shank (4)
Judy Reiniger (5)
Gail Hoelzel (6)

Lee
Debra Faraone (1)
Nona McClure (2)
Mildred Moseley (2)
Zulema Lopez (3)
Mary Wallace (4,5)
Becky Browning (5)
Peggy Wolaver (6)

AIM High Language Arts Teachers (Continued)

Linder
Frances Wylie (1)
Wilretta Collins (2)
Vivian Duncan (2)
Gloria Bell (3)
Susan Raybuck (4)
Gail Rosson (4)
Sandra Gardner (5)
Elnora Harris (6)

Maplewood
Janice Bradley (1)
Marilyn Martinez (2)
Carrie Henderson (3)
Patti Turman (4)
Vickie Howe (5)
Mary Zimmerman (6)

Mathews
Vivien Geneser (1)
Cynthia de Putron (2)
Kay Norton (3)
Julie Primmer (4)
Evelyn Wilson (5)
Sally Venegas (6)

Menchaca
Ann Scholtz (1)
Kay Monzingo (2)
Joanne Reynolds (3)
Darcy Simmons (4)
Patsy Gutierrez (5)
Jackie Collins (6)
Maria Tamez (6)

Metz
Virginia Rice (K)
Lola Carter (1)
Maria Sanchez (1)
Bonnie Cross (2)
Mo McCasland (3)

Norman
Laura Weatherford (1)
Claudie Murphy (2)
Debbie Lauderdale (3)

Oak Hill
Gail Beckley (1)
Barbara Beyer (1)
Kathleen Stegall (2)
Diana Harrell (3)
Jenny Birchall (4)
Patrick Green (5)
Pat Kohlhoff (6)

Oak Springs
Carol Crowley (1)
Donna Slathar (2)
Alma Wright (3)

Odom
Mimi Deaton (2)
Terry Tedford (2)
Margaret Pargin (3)
Velma Clemons (3)
Beverly Shopoff (4)
Sue Ann Braddock (5)
Lena Blankenship (6)

Ortega
Susan Parker (4)
Judy Kalb (5)
Sally Martin (6)

Patton
Jean Blevins (K)
Marilyn Elkin (1)
Charlotte Carter (2)
Becky Bingham (3)
Kelly Calvery (4)
Carol Wilson (5)
David Matthews (6)

Pease
Susan Bierschenk (1)
Judy Perry (1)
Lori Allison (2)
Sue Lane (2)
Geneva Downing (3)
Martha Hunn (4)
Sylvia Glimp (5)
Susan Bailey (6)

Pecan Springs
Rosa Dixon (1)
Joyce Hartenstein (2)
Janie Kirkpatrick (3)
Cyndie Willis (4)

Pillow
JoEdda Stallsworth (1)
Linda Williams (1)
Bonnie Lowe (2)
Helen Stogner (2)
Linda Berto (3)
Janet Brooks (3)
Evelyn Stripling (3)

Pleasant Hill
Pam Stokes (1)
Maureen Franzetti (2)
Marie Ramos (3)
Jenny Sawyer (3)
Robin Kelley (4)
Pam Jackson (5)
Thelma Lerma (5)
Barbara Lowe (6)

Read
Elaine Naleski (5)
Jackie Nias (6)

Reilly
Beth Black (1)
Pat Kuenstler (2)
Sabrina Youngs (3)
Diane Akin (3,4)
Joy Raines (4)
Janette Prukop (5)
Wyndy Bostwick (6)

Ridgetop
Belinda Avey (1)
Janet Parker (2)
Sally Salone (3)
Clara Davis (4,5,6)

Sanchez
Linda Casas (1)
Sylvia Saenz (1)
Elta Smith (1)
Emma Finnen (1)
Rebecca Zuniga (1)
Betty Castro (3)
Sikini Lee (3)
Ruby Peña (3)
Penny Smith (3)

Sims
Margaret Moody (1)
Martha Cervenka (2)
Mary Ann Perez (3)

St. Elmo
Audrey Sellars (2)
Orvis Austin (3)
Elaine Stevens (3)
Roel Saenz (4)
Beverly Piper (5)
Cynthia Thomas (5)
Roberta Laing (6)

Summit
Juanita Ball (1)
Deborah Helton (1)
Sandra Holt (1)
Barbara Schwanke (2)
Barbara Calhoun (3)
Barbara Nabhan (3)

Sunset Valley
Cheryl Robinson (1)
Marilyn Schmidtzinsky (2)
Sandi Williams (2)
Gayle Evertson (3)
Margaret Lucchese (3)

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AIM High Language Arts Teachers (Continued)

Travis Heights
Nina Arnold (1)
Janet Byers (2)
Norma Villarreal (2)
Paul Martinez (3)
Jean Slaughter (4)
Bert Smith (5)
Gloria Ruiz (6)

Walnut Creek
Evelyn Selby (4)
Nancy Clements (5)
Carol Montgomery (6)

Webb
Judy Street (4)
Sarah Frasca (5)
Barbara Burns (6)

Williams
Betty Miller (1)
Ann Stockton (1)
Sandra Gardner (2)
Sandy Hale (2)
Regina Hello (3)
Janey Santana (3)
Roger Stryker (4)
Pamela Miller (5)
Lourdis Dolman (5)
Jeanette Wright (6)

Winn
Yolanda Soto Capuchino (1)
Marilyn Arnold (2)
Carol Purdy (3)
Willie Beavers (4)

Wooldridge
Peggy Mays (4)
Marie Osborne (4)
Pat Jackson (5)
Beverly Rogers (6)

Wooten
Pat McLemore (1)
Bonnie Schneider (2)
Linda Kennedy (3)

Zavala
Judy Padden (4)
Melissa Boyd (5)
Jean De Moll (6)
Pam Reyer (6)

Zilker
Alicia Jackson (1)
Laurie Rodgers (2)
Lou Anne Wear (3)
Mary McDonald (4)
Carol Wrigley (5)
Nita Boverie (6)

85.61

Bilingual Language Arts Pilot Programs
1985-86

TEACHER	SCHOOL	GRADE
Lupe Ramos	Metz	2
Sheila Guzman	Metz	3

6/26/86

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

Revised 7/9/86

COST INFORMATION TO BE INCLUDED IN 1985-86 ORE REPORTS

*Program Name: AIM High (AND ADJUNCT PROGRAMS)

DRAFT

Program Description:

MANDATE

State/ Federal	District Option
☐	☑

*FOCUS

Special Education	ESL/Bilingual Education	Compensatory Education	Gifted & Talented Education	Vocational Education
☐	☐	☐	☑	☐

Substance Abuse Prevention	Computer Education
☐	☐

Other (please describe): _____

GRADES

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
☐	☐	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐	☐

INSTRUCTIONAL AREAS

Reading/ Language Arts	Mathematics	ESL/Bilingual Instruction	Other: Support staff, music, Fresh.
☑	☑	☑ B. Engl & G. Hrd	☑

OTHER: _____

*Cumulative Number of Individual Students Served: 4890 As of:

Average Daily Membership (in the program):

*Number of Student Contact Hours Per Day: ~~5293.94~~ 5294.54

Number of Full-Time Equivalent (FTE) Students (Contact Hours ÷ 6): ~~882.32~~ 882.4

*Budget Allocation: Local $125,884 State _____ Federal _____

Budget Expenditures: As of:

*Cost Per Student Contact Hour: $48.~~90~~ 89

Cost Per FTE Student: $293.~~41~~ 37

* Evaluators agreed to include this in August, 1985.

costinfo
DW:rrf
4/1/86; revised 4/4/86

85.61

Gifted/Talented Cost Calculations

1. Students in AIM High - 4,318 (Note: This is 10 higher than
   Students in Adjunct Programs - 572 in the TEA report, which
   Total 4,890 contained an arithmetic error.)

2. Cost/student contact hour.
   A. Total # contact hours/day for AIM High = $4,396

   See "Calculation of FTE Teachers for TEA G/T Evaluation."

   A_0. (# students unidentified)(# contact hrs./day)
   (2,153) (.98) = 2,109.94

   A_1. (# students LA)(# contact hrs./day)
   (1,837) (.98) = 1,800.26

   A_2. (# students Math)(# contact hrs./day)
   (548) (.85) = * 465.80

   A_3. (# students Bil. Gifted)(# contact hrs./day)
   (20) (1) = 20.00

   Total 4,396.00

   *210 of these students are in both Language Arts and Mathematics.

   B. Total # contact hours/day for adjunct 898.54

   B_0. (# students Art)(# contact hours/day)
   (304) (.91) 276.64

   B_1. (# students French)(contact hrs./day)
   (9) (.30) 2.70

   B_2. (# students Science)(# contact hours/day)
   (38) (.30) 11.40

   B_3. (# students Young Composers)(# contact hours/day)
   (68) (2.10) 142.80

   B_4. (# students Symphony)(# contact hours/day)
   (155) (3.00) 465.00

   Total 898.54

   C. Total adjunct + total AIM High contact hours
   898.54 + 4,396.00 5,294.54

3. FTE = 5,294.54 ÷ 6 = 882.42
   Budget = $258,884

4. Cost/FTE = Budget Allocations ÷ FTE
   $258,884 ÷ 882,42 $ 293.37

5. Cost/student contact hour = $258,884 ÷ 5,294.54 = $48.89

AUSTIN INDEPENDENT SCHOOL DISTRICT
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CALCULATION OF FTE TEACHERS FOR TEA G/T EVALUATION

1. For Language Arts, divide

   Total minutes/week in AISD — worksheet I(c.)
   Total # schools' programs generating the minutes of service — worksheet V(a.)

   = Average # minutes/week students receive services

   73,630/251 = 293.346 = 293

   AISD G/T students receive an average of
   293/5 = 58.6 minutes per day
   = about 1 hour per day in LA

2. For Mathematics, perform the same division.

   26,560 — worksheet B for math
   104 — worksheet A for math

   = 255.384 = 255

   AISD G/T students receive an average of

   255/5 = 51 minutes per day
   = about 1 hour per day in math

3. For bilingual gifted, perform the same division.

   600 — worksheet B for bilingual gifted
   2 — worksheet A for bilingual gifted

   = 300

   AISD bilingual gifted students receive an average of

   300/5 = 60 minutes per day
   = 1 hour per day of instruction

4. Taking 1 hour per day for calculation purposes,

   1 hour per day of services received =
   1 hour per day a teacher delivers services.
   1 hour of a full day (6 hours) =

   .166.... = .17 FTE for each teacher

5. Multiply .17 by # teachers in LA, math and bilingual gifted, then sum.

   .17 x 361 = 61.37
   .17 x 140 = 23.80
   .17 x 2 = .34
   85.51 = 85.5

   There are 85.5 FTE teachers of G/T students receiving services in the areas of LA, math, and bilingual gifted.

6. For secondary honors courses, assume 1 hour per course. Multiply .17 by # teachers of honors courses.

   .17 x 134 = 22.8 FTE Junior High teachers
   .17 x 471 = 80.1 FTE Senior High teachers
   There are 102.9 FTE teachers of students taking honors courses.

   Note that if a teacher taught more than one section of an honors course, or more than one honors course, the teacher will be counted multiple times, as if the one person were different persons.

7. For calculation of the number of FTE G/T teachers of elementary adjunct programs, see the attached sheet.

   There are 1.10 FTE teachers of elementary students taking G/T adjunct courses (art, French, science, Young Composers, and Symphony).

8. No calculation of the number of FTE teachers of the secondary Science Futures Symposium was done. It was a one-day event on Saturday (April 19, 1986). Teachers were in attendance but not teaching program students as such.

giftechr
6/5/86; revised 6/9/86
DW:rrf

CALCULATION OF THE NUMBER OF FTE G/T TEACHERS OF ADJUNCT PROGRAMS

Program	# Teachers	(1) # Minutes/Week Students Served	(2) Student Contact Hours/Day	(3) # FTE's
Art	1	274.29*	.91	.15
French	1	90	.30	.05
Science	1	90	.30	.05
Young Composers	7	90	2.10	.35
Symphony	15	60	3.00	.50
				1.10

(1) $\frac{\text{\# teachers X \# minutes per week}}{5}$ = # minutes per day for all teachers combined

(2) $\frac{\text{\# minutes per day}}{60}$ = # contact hours per day for all teachers combined

(3) $\frac{\text{\# contact hours per day}}{6}$ = # FTE teachers

* Students at each school 10 hours/year X 16 schools = 160 hours/year
= 9600 min./wk./35 weeks = 274.29 min./wk.